Group Equality Analysis Report

Name of Group	Wellbeing & Community Services: Education & Skills
Date of Analysis	December 2016
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PART 1 – Overview of the Key Functions and Services

1.0   Services for Children

The Education and Skills Service and Children's Social Care Service are responsible for providing services to children and young people, families and carers across all of Northumberland. To achieve our aims, set out in the Children and Young People's Strategic Statement 2015-2018 (CYPP) we work closely with partner agencies, other services, organisations and children and young people themselves. Our vision, articulated as 'our reason for being here', is:

"To work together with children, young people, families and friends in order to secure happy and healthy lives for all."
 (CYPP 2015 - 18, Appendix A)

We seek to advance equality of opportunity, eliminate discrimination and foster good relations between all of our diverse citizens, employees, children and young people. Our equalities and diversity strategy therefore supports what the CYPP aims to deliver:

- a journey to independence;

- bringing our communities together and tackling child poverty;

- developing ambition, enjoying life and doing as well as possible;

- being there to help and support when it will have most impact;

- promoting safeguarding.

It is imperative that the way in which we plan, deliver and review our services is informed by a thorough analysis of local need with particular regard to equality of access and the impact on potentially disadvantaged groups.

This equality analysis focuses on the impacts on service delivery for the public from the Education and Skills Service and Children's Social Care Service only. A separate equality analysis is available on council employment equality issues.

Northumberland in Context:

	June 2014	June 2015	Change (+/-)
Total Population	316,000	315,300	- 700
0 - 15 year olds	16.6%	16.5%	- 0.1%
16 - 64 year olds	60.8%	60.4%	- 0.4%
Children in Poverty	17.7%	17.7%	0.0%
Free School Meals (primary)	12.9%	12.3%	- 0.6%
Free School Meals (secondary)	11.9%	11.0%	- 0.9%
Looked After Children (of compulsory school age)	189	242	+ 53

In Northumberland there are 46,135 children of compulsory school age (5 to 16). 96% of those are White British. (School Census 2016)

Social work teams received over 3,461 referrals in 2016 and at any one time about 3,000 children and young people need support from a social work service. Around 255 children are subject to a child protection plan and 411 are looked after by the Local Authority. There are also around 2,069 'children in need' who require the support of Local Authority services to maintain their health and development (including children who are disabled).

There are inequalities within the county and for many individuals equalities legislation has a multiple impact. Our aim is to make a real difference to the lives of children living in poverty and those with disabilities and other additional needs. We recognise the need to deliver services in a way that integrates the equality issues for more than one protected characteristic and in particular monitor the impact of our services on children and young people with disabilities, the very young and those from the growing number of minority ethnic communities in the county.

1.1 Key functions and services

The national context emphasises the need to focus public resources on the most vulnerable children and young people, Northumberland Local Authority has responded to this by developing services to address those who are most in need, and to intervene early to prevent needs arising as children and young people develop into adulthood.

This is a strategic analysis of frontline services for children but we are also acknowledging those services which support children indirectly, for example through schools, and those services which provide support for service delivery, for example the Data Unit.

We set targets and measure our impact against a range of local and national performance indicators, all of which are detailed in our Service Statements 2015-17.

The key functions and services for children that are likely to have an impact on equality are outlined below:

Function/Service	Description
Social care services	**Children in need and family support services:** Intensive support to parents Day care provision Respite care Children in need of protection Children requiring accommodation as a result of child protection concerns or family/relationship breakdowns Children's Centres Leadership of Northumberland Youth Service
Services for disabled children (DCT)	**Services for disabled children 0-19:** Provide package of support to meet assessed level of need Enable opportunities for full participation in community life Assist with transfer to adulthood and/or Adult Services Collaborate with agencies eg health, education, Adult Services, voluntary sector
Looked After Children Services	**Residential childcare establishments for those children who need to be looked after by the council:** Provide short break care services for children with disabilities Family support and placement services including fostering and adoption Adoption and post-adoption services for birth families and adoptive families

Northumberland Adolescent Services (NAS)	**Provide support for young people and prevent crime and anti-social behaviour within local communities:** Youth Offending Service 14+ social work team *Sorted* team (specialist substance misuse services) Participation and programmes team – a targeted inclusion programme to prevent substance misuse, crime and anti-social behaviour Supported accommodation scheme for young people leaving care, custody or residential drug rehabilitation Adolescent health services including teenage pregnancy service
Safeguarding of children	**To provide a multi agency response to ensure that children and young people are protected:** The NSCB's role is to coordinate local work to safeguard and promote the welfare of children and ensure the effectiveness of the member organisations' work, individually and together. Appropriate arrangements are in place through NSCB to enable the effective identification of female genital mutilation. honour-based violence and forced marriage Robust multi-agency arrangements are in place to receive referrals relating to children and adults at risk of radicalisation into a single point of contact. (Ofsted SIF Feb 2016)
Learning and Skills Service	**Provides training and learning for 16- 19+ year olds from levels 1-3, including apprenticeship and provision for NEET learners:** Safeguarding Learning (informal learning and family learning) Local delivery of employability and skills provision Develop progressive curriculum age 16-19, up to 25 for those with additional needs Targeted careers advice and education for young people, particularly those who are NEET, or vulnerable Education Business Ambassadors and work related learning experience for young people

Provision of school improvement services	**Support schools to meet legal and Ofsted requirements:** Apply intervention strategies to those schools causing concern where children and young people are not treated with equality or able to access the same opportunities as other children with protected characteristics Monitor performance, promote strong school leadership, induct newly qualified teachers and develop a good understanding of equality principles and legal duties in all schools Promote the RE curriculum through the Northumberland Standing Advisory Council Religious Education (SACRE)
Provision of inclusion support services	**For vulnerable and disadvantaged children, including:** Education Other than at School (EOTAS) Developing inclusive schools Schools' Safeguarding and wellbeing, including PSHE drug and alcohol and RSE education Portage Special educational needs and disabilities Virtual school for looked after children
E learning	Curriculum development and using e-learning safely
Early years and children's centres	Ensure access to high quality childcare and early education Ensure universal gateway of provision – wider family engagement and supporting most in need Improving life chances and closing gaps for vulnerable children (including age 2 year old Early Years Entitlement) Deliver parenting and family support, domestic abuse services, adult learning and employment and training support and advice
School organisation	School place planning and organisation to narrow the gap in achievement between differing socio-economic backgrounds, raise standards, tackle surplus places
Family information service and school admissions	Advice and assistance on childcare services 0-19, application of school admissions policy Co-ordinate home to school transport

School business support	Including the allocation of the schools budget, management of supply schemes and SLA processes with schools
School Governance support	Strategic advice and guidance regards governance through the governor support and development service. The service offers support to governing bodies understand and can help schools be compliant with the Public Sector Equality Duty (PSED).
Provision of performance management framework to Council, schools and children's centres	To support in identification of need, monitor progress towards meeting need, measure success/impact and track inequalities for groups of children and young people with protected characteristics.

1.2   Strategic context of our approach to equalities and diversity

This analysis is part of a suite of action plans, strategies, and documented aspirations to improve the life chances of all children and young people in Northumberland. It was compiled using a range of sources of data, information, intelligence and evidence, including:

- Children and Young People's Strategic Statement 2015-18

- Joint Strategic Needs Assessment

- Health and Wellbeing Service Statements 2015-17:

  - o   adult care (Vanessa Bainbridge)

  - o   children's care (Cath McEvoy)

  - o   education and skills (Andy Johnson)

  - o   public health (Penny Spring)

Data from:

- Client Relations

- Child in Need Survey

- Health Related Behaviour Questionnaire (HRBQ)

- Parental satisfaction feedback (annually in all Sure Start Children's Centres)

- In It Together Parents' Forum

- Educational Business Systems for Post 16 data

- Data unit

  - o   Academic performance
  - o   School Census information system ONE
  - o   Social care information system ICS

- Stonewall

- GALOP (National LGBT Domestic Abuse Helpline)

- Action Against Hate The UK Government's plan for tackling hate crime, July 2016

- The Casey Review. A review into opportunity and integration, December 2016

- Healing a Divided Britain The need for a comprehensive Race Equality Strategy (EHRC August 2016)

- [Traveller Caravan Count, January 2016](#)

- [ONS. Teenage pregnancies at record low: how does your local area compare?](#)

- Department for Education

This Equality Analysis provides a strong analysis of local and national evidence to inform local planning. It is a practical tool for managers and practitioners across children's services as well as setting out a number of priority actions for progressively improving the quality and breadth of provision for children and young people from vulnerable and disadvantaged groups.

PART 2 – Information Analysis

Whilst this analysis considers specific groups sharing each of the Equality Act 2010 protected characteristics in turn, it also acknowledges that people have multiple aspects to their identity and equality impacts are likely to span across different groups.

In the delivery of services for children and our response to local and national equalities requirements, it is important to acknowledge our aspiration to improve the life chances of all children and young people, not just those with protected characteristics. We therefore seek to close equalities gaps for those we consider to be the most vulnerable groups of children and young people which include those who are in care, those who experience socio-economic disadvantage and those who are young carers.

2.1   Disability

Research tells us that:

● Children with disabilities are twice as likely as non-disabled children to be bullied. [Children's Commissioner Dec 2006]

● 82% (or 280,000) of children and young people with a learning difficulty in the UK are bullied. [MENCAP-Don't Stick It Stop It 2007]

● Disabled children are 9 times more likely to be excluded than non-disabled children. [DfES 2004]

● 62% of disabled pupils had been bullied, 19% daily or weekly and 38% at least once per month. [DEE in work for DCSF in July 2008]

● 70% of disabled pupils claim to have experienced bullying at school. [DCSF Sec States Report Dec 2008]

● Hate crimes against disabled people are known and a number of those cases result in death. 47% of disabled people report harassment in the streets.

Children and young people with disabilities can experience a range of barriers to accessing services. Those barriers can be attitudinal, physical and environmental, or about effective communication and social inclusion. The services delivered by the Council promote improved outcomes for children with a disability by removing barriers to specialist and mainstream services.

2.1.1   What do we know?

● According to our social work information system ICS there were 2721 cases open to Children's Services at December 2015, and of those 76% (2,067) were being held open on a child in need basis, 15% (408) were cases involving children looked after by the County Council (some of which are also subject to a Child Protection Plan), and 9% (257) were cases of children subject to a Child Protection Plan (CPP). All cases needing social work intervention are allocated to a named social worker.

● According to the social work user evaluations (2015), 36% of parents of children with disabilities who responded said that their social worker had taken their disability into account helpfully when working with them.

● All children and families assessed as requiring services through the Disabled Children's Team meet the criteria set out in the Children Act (1989) and as such are deemed to be 'in need'.

● In 2016 out of a total number of 46,145 pupils there are 7158 described as having special educational needs. Of those pupils there are 1241 with Statements or Education, Health and

Care Plans (EHCPs). 82 of those pupils are educated out of county in independent schools. (January 2016 School Census)

- With regard to academic attainment, changes to the curriculum and testing make comparisons over time difficult.   At Key Stage 2:

	Expected Standard - Reading	Expected Standard - Writing	Expected Standard - Maths
National Average (all students)	66%	74%	70%
SEN EHCP - Northumberland	21%	21%	18%
SEN Support - Northumberland	33%	37%	37%

- There were changes to the performance measures at Key Stage 4 also, the previous benchmark of 5 A* - C inc English & Maths is no longer valid. However students achieving A* - C in both English & Maths improved by 2% for EHCP students to 12%, SEN Students achieved 1% below the 2015 figure of 22%.

- The gap between the achievement of children from lower income backgrounds and the gap for those with SEND is still wider than we would expect.

- Our Portage team works with pre-school age children with special educational needs in their family settings and also providing support for parents/carers.

- A number of children with physical and learning disabilities are maintained within mainstream services.

- 0.3% of school Governors class themselves as disabled people.

- There is just over a 1% gap in achievement between learners with a disability and those with no recorded disability in our further education and apprenticeship provision 16+. Rates are 88.8% and 90% respectively. Additional learning support and discretionary financial support provision is higher in the SEND population and has aided increased success rates in this group.

2.1.2 What are the key impacts on disabled people?

● Barriers exist for disabled young people regarding their progression post 16.

● Delivery of SEND services could have a negative impact on children and young people with a disability if an incorrect assessment of their needs is made and inappropriate provision then put in place.

● Children and young people with disabilities are more likely to be bullied.

● The way in which some respite care is provided to children with disabilities via external voluntary agencies can cause anxiety amongst parents.

● Cost of provision and transport is expensive.

● Some children and young people experience difficulty in accessing mainstream education because of their disability.

● Learners may not be included in local communities.

● If a child's disabilities are not identified early it may impact upon their ability to receive an appropriate education.

● Educational attainment is lower and pupils with disabilities are less likely to achieve qualifications.

● National research suggests that disabled children are more likely to be abused.

2.1.3 What do we have in place?

● An increased emphasis on early intervention and prevention.

● Systems to provide appropriate British Sign Language interpreting and information in other formats such as Braille and easy read.

● Effective support services which promote greater independence, choice and control and support people to participate more easily in public life in their local communities.

● Monitoring arrangements to check satisfaction with our services for disabled people.

● Robust safeguarding arrangements to protect vulnerable people at risk of harm or harassment.

● We seek to keep disabled students within their local schools and communities wherever possible.

- Feedback from children and families accessing services via the Disabled Children's Team indicates a high level of satisfaction with the services received and recent inspections of respite provision have shown services to be rated as 'Excellent' or 'Good'.

- Regular and ongoing mechanisms for gathering people's experiences of using our services are in place and feedback is generally very positive. Similarly, our Client Relations team have received no complaints within the last twelve months about discriminatory access to services or treatment by the Local Authority.

- Regular evaluation of children's experiences of the in-house and independent sector provision is undertaken as part of statutory and non-statutory reviews of the care plans.

- The Children and Families Act 2014 came into effect on 1st April 2014 and represents a transformation in service delivery with regard to children and young people with special educational needs and disabilities (SEND). The SEND reforms became operational on 1st September 2014 and we continue to implement the reforms across the County.

- Children with disabilities are supported to remain within their families.

- Appropriate transitional arrangements are in place to support young people into adulthood. The SEND reforms extend support to children and young people 0-25 years with the introduction of an Education Health and Care Plan (EHCP) for those who need one. High aspirations are critical to success and the focus should be on the child or young person's strengths and capabilities and the outcomes they want to achieve.

- EHCPs are person centred and take account of the views of the child or young person and their families.

- School Admissions, the Family Information Service (FIS) and business support functions are structured by policies and procedures for entitlement. Providing information and advice from a single source/point of contact has improved the quality of provision, particularly to disabled parents/carers.

- Northumberland's Local Offer is now available on the internet, introduced as part of the SEND reforms of 2014 (Children and Families Act 2014).

- The School Admissions Code and policy provide places a priority to children with Statements of Special Educational Need/EHCP.

- The Equality Act 2010 provides accessibility to schools for children starting and transferring schools.

- Children receive support directly funded by the Local Authority or via a direct payment. This financial and practical support is used to provide a mixture of in-house, voluntary and private sector provision.

- The Disabilities Team ensures that children and young people with disabilities receive appropriate age related assessments to determine the level of need and ensure appropriate support services are provided promptly and proportionately.

- Opportunities to engage in monitoring and developing our service are offered through the Parent Forum.

- Delivery of services in-house, through external providers and via direct payments ensures that disabled children and their families have greater choice and control over the services they receive and in turn greater control over their lives.

- Children and young people who are unable to attend school because of physical disability or mental illness receive education from EOTAS.

- Children and young people with a variety of special and additional needs are assessed and supported by targeted services and the Sensory Support Service.

- Northumberland has recently discontinued its own Anti-bullying Accreditation which many settings had achieved, including the school within the secure unit at Kyloe House.

- Adult Learning providers choice for SEND learners to enter into discrete learning provision or to integrate into mainstream classes and benefit from additional learning support from support staff or other specialists. Adult Learning has additional support staff trained to assist a variety of issues e.g. Dyslexia specialists, teachers for the visually impaired and a learner counselling service.

- Adult Learning has grant programmes to support SEND learners to benefit from additional financial support to help with the costs of and the barriers to learning.

- A specialist free programme of lip reading and BSL signing is in place for the deaf and hard of hearing community across Northumberland.

2.1.4 What else do we need to do?

- Continued implementation of the SEND reforms – a three year plan is in place, including the transitional plan for the new SEND arrangements (transfer from statements to EHCPs).

- Further engage with different groups of children/families with disabilities to ensure they continue to be involved in planning and developing services that meet their needs.

- Further liaison within the Wellbeing and Community Health Services Group to better align the transitions team to ensure children receive continuity of care into adulthood.

- Training for staff on issues around disability equality.

- Ensure that settings are Equality Act compliant prior to pupils starting/changing schools.

2.2   Sex

Sex equality means to be treated the same as others in society regardless of being a male or female, and to have the same opportunities.

2.2.1   What do we know?

● In Northumberland there are approximately equal numbers of males and females in the education system which is representative of the general population of Northumberland.

● Northumberland maintained schools are all mixed gender and the admissions policy is 'gender blind'.

● There is a shortfall of Educational Behavioural Difficulties (EBD) school places for young people with significant behavioural issues.

● Girls are in the minority in all of our special schools (School Census January 2016)

● Girls' performance is better than boys' at all key stages, in particular at Key Stage 4.   This difference is noticeable from Key Stage 1:

		Expected Standard			Greater Depth		
		Boys	Girls	National	Boys	Girls	National
Key Stage 1	Reading	74	84	74	25	34	24
	Writing	64	77	65	12	22	13
	Mathematics	75	78	73	24	21	18
	Science	84	90	82			

Key Stage 2	Reading	64	69	66	17	24	19
	Writing	74	86	74	13	22	15
	Mathematics	68	70	70	17	14	17
	R,W,M	51	59	53	5	7	5
	G,P & S	66	75	72	15	25	22
	Science	82	86	81			

- At Key Stage 4 girls Attainment 8 scores were significantly above the achievement of boys (+3.73), 0.38 above the National Average. (*2016 unvalidated RAISEonline*).

- More females (parents/carers) are likely to access services in Children's Centres (64% are female).

- There are 2% more male than female children aged 0-4 registered with Children's Centres.

- Access to Safeguarding and Looked After Children's services are based on referral and threshold criteria that are applied equally to both sexes. Data is routinely collected through our social care information system ICS, which shows that of current open cases: 45.76% female, 51.91% male, 2.33% unborn.

- The unemployment rate is higher for men: 6.4% v 5.0% (2015) although this has fallen since 2014. ([Know Northumberland - October 2016](#))

- 70% of Headteachers and 62.7% of Governors are female, 48.5% of Chairs of Governors are female (*School workforce census and EMS*)

- EOTAS provides education for young people who are excluded from school. This group is disproportionately represented by boys. In December 2016 there were 75 females and 105 males accessing EOTAS provision.

- There is evidence of stereotypical enrolment onto programmes offered by NALS, for example there are limited male learners in health and social care, and only male learners in construction.

- Regular monitoring of gender is undertaken across the Children's Services Group and this shows that the gender mix of service users varies, for example more males are involved with the Youth Offending Team (YOT) than girls. However, there is a higher proportion of boys accessing social care services in Northumberland than girls.

- Achievement for male and female adult learners is identical at 96%. This has been a trend for 3 years. A variety of initiatives have been implemented encourage male participation which has been under-represented in the adult learning population. In 2015/16 academic male participation improved from 32% to 42% of the learner population. New vocational skills provision in the energy sector, advanced manufacturing, engineering and construction trades aided the improvement.

- Training and campaigns to raise awareness about issues such as Child Sexual Exploitation, Forced Marriage and honour based violence used in children's services settings in Northumberland

recognise and avoid gender bias which would suggest that these safeguarding concerns mostly affect girls.

2.2.2   What are the key impacts on males and females?

- Services may need to be provided differently to boys and to girls in order to achieve the same outcomes.
- Violence against women and girls remains all too prevalent – in domestic abuse but also in other criminal practices such as female genital mutilation, forced marriage and so-called 'honour' based crime.
- Where the school workforce is predominantly female, especially in First, Primary and Middle Schools we recognise the need to challenge potential gender stereotyping or conscious and unconscious bias which may lead to an under-representation female pupils studying STEM (Science, Technology, Engineering & Maths) subjects in secondary and high schools.

2.2.3   What do we have in place?

- Learning Together offers a comprehensive range of e-learning modules to inform staff about key issues such as FGM, Forced Marriage and CSE.

- When appropriate the health information and support available is targeted at girls or boys, for example information about sexual health.

- Staff are encouraged to offer a range of activities available to pupils of any gender through their engagement programmes and residential activities.

- The Safeguarding and Wellbeing team and Equalities team works with schools to promote positive attitudes towards relationships, promoting tolerance and mutual respect to reduce the likelihood of gender related harassment.

- Children's Centres and the FIS team positively encourage and promote male participation in childcare related activities. Some are aimed at increasing participation of male carers, others target women, all support families.

- A range of sexual health services has been developed to provide sexual health and pregnancy support to both genders.

- We constantly monitor school performance data and use it to challenge schools to narrow gender attainment gaps.

- The School Admissions Code and County Council policies ensure gender equality in allocating schools places.

- Adult Learning constantly monitors performance data and uses it to challenge gaps in participation and devise curricular to specifically attract under-represented groups, and to challenge gaps in achievement. Some gender specific activities are offered.

2.2.4   What else do we need to do?

- Give advice to Governing Bodies to assist in creating a better gender balance of Governors.

- Greater liaison with employers and schools to encourage less stereotypical preferences for work experience.

- Further develop service delivery to ensure it is able to respond to gender specific issues.

- Continue to find ways to include male parents/carers in supporting children.

- Support schools and settings to observe best equality practice when collecting data about gender and not to assume that every person will conform to a gender binary.

2.3   Race

Children, young people and families from black and minority ethnic (BME) communities should receive appropriate support which enables them to succeed and contribute fully to community life, enjoying the same life chances as all other people in Northumberland.

2.3.1   What do we know?

- 5% of our pupil population has an ethnicity that is other than White British. 'White Other' which might include Polish and European nationalities, is the largest BME ethnicity followed by "Mixed Other".

White other	28%
Any other mixed	11%
White and Asian	10.6%
White and African or Caribbean	10%
Indian	9%
Other Asian	8%
Pakistani	6%
Chinese	4.3%
Bangladeshi	4%
Any other	4%
Gypsy, Roma Traveller, Irish Traveller	3%

Source: School Census January 2016

- In November 2016 Northumberland welcomed the first Syrian refugee families under the Syrian Vulnerable Persons Relocation Scheme. 4 families with 12 children arrived. More families are expected to follow in the coming months.

- 1.6% of our pupil population (739 pupils) have a first language which is not English, and 51 different community languages are represented in Northumberland from our school age children alone. The community languages spoken by the largest numbers of children are Polish, Panjabi, Mandarin and Bengali.

Language	Number of pupils	% of total EAL population
Polish	147	20%
Panjabi	80	11%
Mandarin	77	10%
Bengali	57	8%
Urdu	35	5%
Romanian	30	4%
Tagalog/Filipino	29	4%
Portuguese	25	3%
French	24	3%
Malayalam	18	2%

(Source: January 2016 School Census)

- In January 2016 30% of Northumberland schools had no children who spoke English as an additional language and 70% of our schools had at least one EAL pupil.

- Of children aged 0-4 known to be from the BME population of Northumberland, 61.2% have made use of Children's Centres services.

- Gypsies and Travellers form a minority ethnic group in Northumberland but given that they were not identified separately in the 2001 Census, no official figures currently exist. However, our dedicated Traveller Education Family Liaison Officer maintains a database of known Traveller families who are located in Northumberland or who regularly travel through Northumberland and access our schools and services.

- The January 2016 school census tells us that we had 71 Northumberland Traveller children and young people on roll in an education setting. The majority are located in the Ashington, Bedlington and Berwick areas which is where we host permanent Traveller sites. However, we also estimate that there are approximately 20 Traveller children that we do not have a record of being on roll at a school and 12 in Elective Home Education.

- The Gypsy Roma Traveller community is identified nationally as being the most disadvantaged ethnic group in the country.

- The Traveller community is by definition mobile, but nationally:

    - Approximately 250,000 – 300,000 are housed in bricks & mortar

    - Approximately 90,000 live a semi-nomadic life

- The last year has seen an increase in caravans overall, as well as increase in unauthorised sites

- the North East region recorded lowest proportion of caravans on unauthorised sites in England

- Gypsy/Roma pupils are amongst the lowest achieving groups at every Key Stage of education, although individual GRT pupils can and do achieve very well.

- In January 2016, 21,306 Traveller caravans were counted in England. 7,046 (33%) of these were on socially rented sites and 11,454 (54%) were on privately rented sites, with the remaining 13% on unauthorised land (DCLG, 2016). (EHRC, 2016)

- In January 2016, there were 59 Traveller Caravans in Northumberland. (DCLG, 2016)

- A survey of 253,755 children and young people in England in years 6, 8 and 10 found bullying to be widespread, with 46% of children and young people saying they had been bullied at some point while at school. . Virtually every single pupil of minority ethnic heritage had been verbally abused on the grounds of their ethnicity. (Department for Children, Schools and Families (DCSF)).

- The DfE and the Government Equalities Office will assess the level of anti-Muslim, antisemitic, homophobic and other bullying in schools in order to understand the circumstances, and will further support projects and programmes to reduce levels of bullying. (Action Against Hate The UK Government's plan for tackling hate crime, July 2016)

- The Parliamentary Youth Select Committee has decided to focus their 2016 inquiry on racism and religious discrimination.

- Schools provide an important opportunity for children and young people to meet and work with those from different backgrounds to themselves. This interaction, together with access to a broad curriculum, can help build a shared understanding and respect for others' perspectives, just as segregated schooling and narrow teaching can limit it. (Casey)

- BME group performance within Northumberland is good: (Source: unvalidated RAISEonline 2016)

	Cohort Size	Basics % (A*-C in English & Maths)
All pupils - National		62
All pupils - Northumberland	3213	61
Mixed race - Northumberland	36	69
Asian or Asian British - Northumberland	43	79
Black or Black British - Northumberland	2	100

Chinese - Northumberland	6	100

- Data about ethnicity is routinely collected through ICS. Of current open cases: 93.82% White British, 1.88% white other, 1.42% mixed, 0.07% Asian, 0.19% Black, and 1.89% unknown.

- 4.2% of queries to the Family Information Service are received from parents/carers of BME origin.

- Of the School governors who identified their ethnicity 0.81% class themselves as not White British

- 5.9% of children who are in receipt of free school meals are from not "White British" communities, where identified in ONE.

- 1.9% of adult learners are of a BME origin.

2.3.2   What are the key impacts on people from different racial groups?

- There may be a need to arrange access to an interpreter or to have information translated into community languages in order to enable BME children, young people and families make informed choices about services and support.

- While children from many ethnic minorities are increasingly outperforming White British pupils in education, there is growing evidence of poorer White British boys, in particular, falling behind. White British pupils on Free School Meals are less than half as likely to achieve five or more good GCSEs as pupils who are not eligible for Free School Meals. (The Casey Review 2016)

- Permanent school exclusion for Black Caribbean and Mixed White/Black Caribbean children in England is around three times the exclusion rate for all pupils (EHRC, 2016)

- Rates of prosecution and sentencing for Black people in England and Wales are three times higher than for white people. (EHRC, 2016)

- Rates of absence (both authorised and unauthorised) are higher among white pupils than for other ethnic minorities. The gap between those on FSM and those who are not is also wider for white pupils. (EHRC, 2016)

- Children whose first language is not English face some barriers to accessing the curriculum, but once good inclusive practice is applied which covers the social, emotional and academic needs of individuals then the rates of progress of those learners is often very good.

- English language is a common denominator and a strong enabler of integration. But Pakistani and Bangladeshi ethnic groups have the lowest levels of English language proficiency of any

Black or Minority Ethnic group – and women in those communities are twice as likely as men to have poor English.

● The relevance of the school curriculum is sometimes questioned by the parents/carers of BME children if it differs from that in their home country or if their child would not have been of compulsory school age in the country of origin.

● Physical and emotional isolation caused by not understanding the language or culture of a new country can threaten the feelings of safety and security of newly arrived BME families.

● There may be some social isolation experienced by these groups as there are very small numbers of people, sometimes settling in rural locations, and a lack of ethnic minority community support organisations.

● Traveller children and children who are newly arrived in Northumberland from other countries can experience difficulties with their progress and attainment because of their mobility.

● For staff who provide residential care, there may be some cultural issues to take account of, when accommodating children of BME heritage.

● Requests for counselling from children and young people experiencing racist/religiously motivated bullying in schools has increased in recent years. For example, in 2012/13 over 1,400 young people across Britain told ChildLine that they were experiencing racist bullying, a 69% increase within a year (NSPCC, 2014).

● Anxiety for BME heritage parents/carers who feel that their children are losing contact with their heritage, culture, language, traditions and extended family members.

● Children can become fluent speakers of English whereas their parents/carers and adult family members struggle to acquire the necessary skills, leading to isolation and a lack of integration.

● In England, since the Stephen Lawrence Inquiry, schools were required to record and report racist incidents to their local education authority (Macpherson, 1999). In 2010/11, the Department for Education (DfE) published guidance for schools on preventing and tackling bullying which removed this requirement. As a result, no national statistics on the prevalence of racist/religiously motivated incidents in English schools have been available since 2010/11 (EHRC, 2016)

2.3.3 What do we have in place?

- Mechanisms are in place to provide interpreters and to get information translated into other languages, in line with NCC's Accessible Information Policy.

- Well-established and effective links exist with the GRT community through our Traveller Family Liaison Officer.

- Recent recognition in Residential Services of our anti-bullying work includes challenges to racial discrimination and the promotion of positive attitudes towards BME communities.

- Support groups for Eastern Europeans are well-established, particularly in Seahouses, Berwick and Alnwick.

- Northumberland has a mechanism requiring schools to record, report and respond to all racist incidents. This is monitored centrally so that intervention, if required, is timely and effective. We work closely with Northumbria Police to ensure that hate crime, radicalisation and extremism can be addressed in wider communities.

- Children's Centres survey families and use user groups to assess the quality and appropriateness of provision for planning and to identify and meet the needs of service users, including those from BME families. They also deliver early play and development sessions on Traveller sites in specially adapted play vans.

- All children who access the Safeguarding and Looked After Children service have a plan which outlines any specific cultural or ethnic needs of the individual.

- 89% of respondents said their social worker took account of race, religion or culture in their work with them where it was appropriate to do so. (Quarterly user survey 2015).

- We provide training to children's workforce which covers all of the protected characteristics

- Across the Children's Services Group we aim to reflect the ethnic and family diversity of the county in all communications and documents

- A Schools' Equalities Coordinator provides direct support to schools to meet Ofsted and legal requirements regarding equalities.

- Adult learning provides additional learning support for English of Speakers of Other Languages (ESOL). It has dedicated ESOL classes, including lessons specifically for new Syrian Refugees. Adult learning provides the English qualifications at B1, B2, C1 or C2 level for proving knowledge of English for citizenship and settling applications.

- Adult learning integrates equality and diversity 'hot topics' every month into teaching and learning to promote equality, challenge discrimination and promote positive attitudes towards BME communities.

- Adult learning collects enrolment data on ethnicity and constantly monitors performance data and uses it to challenge gaps in achievement.

- 1500 pupils are able to access a workshop from Show Racism the Red Card in their school each year. Northumberland County Council pays an annual subscription to make this support free to the schools requesting this benefit.

- All Northumberland schools are entitled to request Hate Crime Awareness training from Northumbria Police's Community Engagement Officer. There is an age appropriate workshop for all pupils aged 10 and above.

2.3.4 What else do we need to do?

- Children's Centres and the FIS team could encourage and promote participation of parents/carers from different racial groups.

- Advice could be given to Governing Bodies to assist in achieving a racial balance of Governors that more closely reflects the pupil population.

2.4   Sexual Orientation

- Little information is available on the sexual orientation of the children, young people and families who use our services. Some teams might collect this information when working with individuals to help better understand and meet their needs, but currently we do not routinely record and monitor this on our data systems (ICS or ONE).

- There are currently no census figures about LGBT communities, but government research identifies that 3.4% of people are lesbian, gay or bisexual in England & Wales 1. This includes 1.6% gay men, 0.8% lesbian women, 0.6% bisexual women and 0.4% bisexual men. (GALOP 2016)

- It is estimated that 6% of the population is lesbian, gay or bisexual (LGB). The 2011 census gives a figure that 21% of same sex civil partnerships have dependent children in Northumberland. It is therefore important to acknowledge that children and young people who are themselves heterosexual may be living with or related to LGB adults and this can make them vulnerable to bullying. Young people report that families like theirs are 'invisible' in many schools. (Stonewall. The Teachers report 2014).

- Recent teacher and pupil surveys conducted by Stonewall and GALOP give an insight into the experience of young lesbian gay and bisexual pupils in the UK's education system. This research shows that LGB people experience prejudice and discrimination in relation to their feelings of safety at school and that this is not adequately addressed and challenged. The most recent of these indicates that up to 2.1 million LGBT people in the UK have experienced hate crime due to their sexual orientation. This estimate includes approximately 800,000 gay men, 500,000 bisexual people, 400,000 lesbian women in the UK. (Galop 2016, The Hate Crime Report)

2.4.1   What do we know?

The Stonewall research tells us that of those who responded to their surveys across Great Britain:

- Nine in ten secondary school teachers and more than two in five primary school teachers say children and young people, regardless of their sexual orientation, currently experience homophobic bullying, name calling or harassment in their schools.

- More than eight in ten primary school teachers (86 per cent) and non-teaching staff (85 per cent) have not received any specific training on how to tackle homophobic bullying. (Stonewall, The Teacher's Report 2014)

- 'Two in five primary school teachers (37 per cent) don't know if they are allowed to teach lesbian, gay and bisexual issues.' (Stonewall, The Teacher's Report 2014)

- One in five primary school teachers say children experience homophobic verbal abuse in their schools.

- Nine in ten teachers and non-teaching staff at secondary and primary schools have never received any specific training on how to prevent and respond to homophobic bullying.

- Boys who are academic, girls who play sports, young people with gay parents, friends or family members, and young people merely perceived to be gay are all victims of homophobic bullying.

- Even if gay pupils are not directly experiencing bullying they are often learning in an environment where homophobic language and comments are commonplace.

- Less than a quarter of young gay people have been told that homophobic bullying is wrong in their school.

- Over half of lesbian and gay pupils don't feel able to be themselves at schools.

- 35% of gay pupils do not feel safe or accepted at school.

- One in three (or 32%) of gay pupils experiencing bullying change their future educational plans because of it and three in five say it impacts directly on their school work.

- More than half secondary school teachers (55%) and four in ten primary school teachers (42%) say they don't challenge homophobic language every time they hear it.

- In August 2015, 1 in 2 young people reported themselves to be 'not 100% heterosexual' (YouGov).

Through close communication with our schools and feedback from the children and young people we work with, we know that in Northumberland:

- Some children disclose sexual orientation to teachers/adults in schools.

- Some children suffer bullying because of their perceived sexual orientation.

- Some LGB young people tell us that same sex relationships were never mentioned during Sex and Relationship Education which left them vulnerable to exploitation and contracting Sexually Transmitted Infections (STIs).

- Young people tell us that what they would value most is to have a trusted, understanding adult at school to whom they could talk.

- Staff lack confidence in challenging HBT behaviour and attitudes.

2.4.2 What are the key impacts on young people who are lesbian gay or bisexual?

- Like all other children and young people, those who are LGB need support to live the lives that they choose and to establish positive relationships. For many people, this means support to have contact with other LGB children and young people.

- LGB young people need to feel reassured that their schools will be vigilant in eliminating HBT (homophobic, biphobic and transphobic) discrimination, bullying and hate crimes.

- Research has shown that being LGB can be the direct cause of homelessness for young people. Homophobia can lead to young people being forced to, or deciding to leave home due to lack of acceptance.

- Often assumptions made by staff can make it difficult for LGB people to talk openly about their sexuality and this can have a negative impact on individuals. Examples of such assumptions are: that there are not likely to be any LGB people using the service; that disabled people are unlikely to have any issues around sexual orientation; and that the needs of LGB people are no different to heterosexual people.

- In a school setting failure to acknowledge the particular needs of LGB pupils can have an adverse effect on attendance, behaviour, attainment and social integration which all affect life chances and may lead to the need for support services such as education welfare and psychological services.

2.4.3   What do we have in place?

- A Safe to Learn page on the Northumberland County Council public web site with useful links and support for education settings.

- Stonewall's *Education for All* campaign which tackles homophobia biphobia and transphobia in schools. Northumberland became Stonewall Education Champions in 2013 and were recognised as being the most improved Local Authority in the Education Equality Index in 2015. We remained just outside the top 10 authorities in 2016, and good practice from the county has been shared nationally.

- 3 Northumberland High Schools are now members of the Stonewall School Champions Programme (Duchess's Community High School, Cramlington Learning Village and Northumberland Church of England Academy).

- Trinity Youth in Bedlington provide support groups and drop ins for young people aged 13-19 in schools and a community setting. There is LGBT youth provision in Cramlington Learning Village.

- Sexual health services are accessible for LGBT children and young people and their families.

- Adoption Services have a commitment to consider applications from LGB adults as prospective foster placements.

- Children's Centres in some areas have parenting groups specifically aimed at the LGB community, for example in Blyth Valley.

- Adult learning integrates equality and diversity 'hot topics' every month into teaching and learning to promote equality, challenge discrimination and promote positive attitudes towards LGBT. It provides a helpline to provide additional support to LGBT learners.

2.4.4 What else do we need to do?

- Continue to ensure that staff are aware of the specific safeguarding, health, social care and diverse needs of LGB children and young people and address it appropriately in assessments and the development of support plans.

- Promote staff confidence to champion LGB equality through the E-stars programme. Northumberland was one of 5 Local Authorities selected by Stonewall to deliver a new project impacting on the health and educational outcomes of LGB young people running January to July 2015. Schools can still opt into this programme.

- Ensure that in our training and resource materials representations of family life (images, books, conversations) are purely heteronormative.

- Ensure that the language we use to refer to family circumstances also makes reference to gay, lesbian and bisexual people as parents and carers.

- When working with staff, families and pupils make it easy for someone to talk about their sexual orientation if it is relevant, and avoid the assumption that most people are cisgendered and heterosexual.

- Encourage schools to access and use all of the Stonewall education resources to educate and inform staff of ways in which they can support young LGB and since 2015 also Transgender) young people

- Make sure that systems are in place to challenge homophobic language in the workplace.

- Continue to play an active role in the Stonewall Education Champions Programme and in the campaigns and projects they make available to schools through or membership of the programme, for example the 2016 Faith Schools Programme.

2.5   Age

Age equality is concerned with responding to differences between people that are linked to age, and with avoiding preventable inequalities between people of different age groups. For Children's Services that means ensuring that children and young people at different stages in their development are able to develop at the expected rate and enjoy the same life chances as their peers.

2.5.1   What do we know?

● In Northumberland and children attain well at the Foundation Stage, age 7.

● 98% of children and young people are in their first choice of school.

● Nationally and locally we are committed to a principle of early intervention which means targeting resources at the under 5s and their families.

● Specialist teams focus on early intervention for children with special and additional needs, and our nationally recognised Northumberland Adolescent Services have a track record of success in meeting the needs of our most challenging and vulnerable young people.

● Our social care information system ICS tell us that of current open cases:

  unborn-4 year olds   26%

  5-9 year olds   24.76%

  10-14 year olds   26.29%

  15-25 year olds   22.95%.

● Research shows that under 1's and adolescents are most at risk of accidental or non-accidental death.

● Research shows that summer born children attain less well in examinations.

● There is less than a 1% gap in achievement between 16-18 and 19+ learners in our further education and apprenticeship provision. Rates are 87.8% and 88.2% respectively. Specific support measures targeted at the hard to reach and those with poorest prior attainment have narrowed the gap from previous years.

● Adult Learning has made a good contribution to a reducing the number of NEET through targeted recruitment to 100 places for Study Programmes, Traineeships and Apprenticeships.

● Older learners are well represented in adult learning. Participation is consistent with the 20% of the population being in that age group.

2.5.2 What are the key impacts on people of different ages?

● In Northumberland we have a combination of two tier (Primary and Secondary) and three tier (First, Middle and High) school organisation, with a growing number of Academies. This means that the majority of our children experience more transitions at different ages than most other children in the country and this can affect the continuity of their education.

● Moving from children's services into adult services (transitions) can be a significant change for young disabled people and have a big impact on their lives.

● We provide services for 0-19 year olds, and in some cases up to the age of 25. Our services therefore need to be delivered in an age appropriate way to ensure engagement and impact.

● Younger adults may be deterred from being a Governor because of work patterns and/or childcare needs.

2.5.3 What do we have in place?

● The introduction of Personal Budgets provides the opportunity to put in place more "personalised" forms of social care support for people of different ages.

● A transitions protocol is in place (through Adult Services) to support an effective move from children's to adult services. Good transition arrangements are in place for disabled children.

● Robust safeguarding arrangements are in place to protect vulnerable people of any age. The work of the Risk Management Group has continued to ensure that the arrangements for the most vulnerable young people in Northumberland are safe, and has achieved national recognition as best practice in safeguarding high risk teenagers in particular.

● Recent initiatives have significantly improved the management of risk regarding adolescents, for which we have also received national recognition.

● Our Adolescent Service ensures co-ordination of prevention, support and intervention services for vulnerable adolescents and facilitates the development and co-ordination of strategies within the cross-cutting agendas of Youth Offending Services, the 14+ social work Service and Sorted (young people's substance misuse service).

● We use school performance data to challenge summer born underperformance.

- As of autumn term 2016, 67% of Northumberland early years settings are currently approved to deliver the free funded entitlement for all eligible 2, 3 and 4 year olds.

- 2 year old take has increased steadily with 899 (82%) of eligible 2 year olds taking up their early years entitlement across the county which is extremely favourable compared to the national average of 70%.

- Northumberland is one of 8 LA's implementing the extended free entitlement for all eligible 3 and 4 yr olds ahead of national rollout September 2017. The theme of rurality and flexibility is being tested using a phased approach and due to the success of delivery has seen an extra 160 places offered by the DfE totalling 575 places. In autumn term 2016, 465 children benefited from a place, with more children due to take up places in January and April 2017.

- Adult learning has specific curriculum policies to safeguard provision for older people despite reductions in funding, to promote wellbeing through education for this age group.

- There is good multi-agency working with health and Children's Centres staff to monitor and support under 5's.

- Services demonstrate a high level of participation from young people, carers and families to develop and improve the delivery of services. Young people are able to participate through age relevant groups such as Voices Making Choices, In It Together Parents' Group, Princes Trust, ASDAN and the Council for Disabled Children.

- Support is provided for families with children making the transition from early years to school. EYFS performance data is used to gather on entry assessments to enable tracking of children from their earliest on entry points into 2, 3 and 4 year old early years entitlement.

2.5.4   What else do we need to do?

- We need to improve attainment at Key Stage 4.
- We need to support schools to address robust assessment at points of transition.
- We could increase the number of adopters and foster carers available for older children.

- Promote the governorship of schools with parents and the wider community.

2.6   Religion and Belief

Religious and cultural views can influence attitudes towards a range of social care, education and health issues. The degree to which we respect religion and belief reflects the organisation's commitment to delivering child- centred care and how well it responds to our local communities.

2.6.1   What do we know?

● Data about religion and belief is routinely collected through ICS. Of open cases with Children's social care (december 2016) where religion is recorded:

> 0.58% Muslim
>
> 0.07% Buddhist
>
> 0.15% Jehovah Witness
>
> 13.27% Christian

● Currently it is not a statutory requirement for schools to collect data about the religion and belief of their pupils. However the most up to date information tells us that of children aged 0-15   58% are Christian, 34% have No Religion and 7% Religion not Stated. There are faith schools in Northumberland with Church of England and Roman Catholic denominations. (Source: Northumberland A Statistical Profile (2013))

● Schools are required to adopt and deliver the Local Authority's curriculum for Religious Education which is monitored and supported by the Standing Advisory Council for Religious Education (SACRE). This is a statutory requirement for the Local Authority.

● Children of a declared faith have primary access to school places in faith schools.

2.6.2   What are the key impacts on people with different religions and beliefs?

● People with different religions or beliefs may have specific needs around food preparation (e.g. Muslims and Halal food, and Jews and Kosher food). This might impact on the availability and cost of services.

● Views on dying, death and the afterlife can influence attitudes and the development of resilience, for example coping strategies for people with a disability or illness and loss.

● People with certain religions or beliefs may have particular views and requirements around death and dying which some services and settings might need to take into account

- There may be certain religious festivals or key religious events that services and staff need to acknowledge and respond to (e.g. Christmas, Eid, Pagan festivals etc.)

- There was a 72% growth in the Muslim population in Great Britain between 2001 and 2011, which has been the most significant increase in any faith community. Muslims are religiously and ethnically diverse, including people from Sunni, Shia and Ahmadi denominations and originating from South Asia, the Middle East and Africa.

- ComRes polling of Muslims for the BBC in February 2015 found that 95% felt loyal to Britain and 93% believed Muslims in Britain should always obey British laws. 46% felt being a Muslim in Britain was difficult due to prejudice against Islam. Muslim women were more likely than men to feel unsafe in Britain.

- Parents of children with a declared faith may have access to two schools and receive transport within the County Council policy whereas children with no declared faith may receive transport only to their catchment schools (within the County Council policy).

2.6.3 What do we have in place?

- Schools comply with their Prevent duties. All staff are expected to access online or face to face WRAP training. Robust referrals indicate that education staff recognise and refer incidents that may have extremism and radicalisation as their underlying cause.

- Schools often arrange visits to places of worship for their pupils which include mosques, synagogues, a Hindu temple, Church and Gurdwara.

- Free transport is provided for pupils attending faith schools that reflect the faith of the family.

- Adult learning integrates equality and diversity 'hot topics' every month into teaching and learning to promote understanding of different religions and beliefs. These are promoted to all learners.

- Pupils subjected to religious hate crimes in schools have this recorded via the racist incident recording mechanism which the local authority still maintains.

2.6.4   What else do we need to do?

- Inform schools of the equality benefits of recording of religion and belief so that information can be used to plan for the needs of our children and families.

- Introduce a Local Authority recommendation that schools collect data about religion and belief through their data collection mechanism.

- Increase awareness of different religions and beliefs amongst staff and better promote religious festivals and events.

- Continue to be vigilant about religious hate crimes especially in the wake of world or local events such as the EU referendum, religiously motivated hate attacks or the arrival of people of different faiths seeking asylum and safety in Northumberland.

- Promote the National Citizen Service, which has demonstrably improved the perceptions of participants with regard to people of different backgrounds and faiths.

2.7   Gender identity

2.7.1 What do we know?

- There is a continuing and rapid growth in the number of transgender people in the UK. Despite the introduction of supportive equalities legislation, transgender people continue to experience widespread discrimination in the educational environment, in the workplace and in society generally.

- Against current census data, around 0.01% or one in 10,000 young people, are referred to the specialised Gender Identity Development service. In 2015/16 the average age of referral was 14. (GIDS NHS)

- According to GIRES (Gender Identity Research and Education Society), gender variance may be detected in children as young as two. In any school of 1,000 pupils there are likely to be six who will experience transgenderism throughout their lives. There are likely to be others who have a transgender parent or close relative.   There is likely to be one transgender person in 170 members of staff.

- Children who are uncomfortable with the gender assigned to them at birth are assessed by the NHS at the regional offices of the Tavistock and Portman clinic. The NHS covers the cost of rail travel to these appointments. No young person should be disadvantaged by the lack of a local resource.

- Many gender variant young people will transition socially whilst still in education. Medical interventions are not routinely offered until after the age of 18.

- In Northumberland we do not currently routinely record if someone using our services is transgender, gender variant, non binary or intersex. Anecdotally we are aware of a significant increase in the numbers of gender variant young people in all phases of education.

2.7.2 What are the key impacts on transgender people?

- Schools and colleges increasingly anticipate the needs of trans students by making gender neutral toilets and changing facilities available, and having a gender neutral uniform policy.

- Families where a person transitions may experience hate crime.

- Transgender people are often the victims of transphobic bullying and hate crime. Northumbria Police has a Community Engagement Officer whose role is to gain the confidence or minority communities and encourage the reporting of hate crime.

- Children and young people who experience gender dysphoria after the onset of puberty may experience intensifying stress about their gender and the physical changes they are experiencing. This may have a negative impact on their progress at school and can affect friendships and self concept.

- Confidentiality around someone's transgender status is important. Once a person is living in the gender identity that is right for them, it is often humiliating and demoralising to be 'outed'.

- Gender re-assignment can have major implications for mental health, with trans people more likely to experience depression and attempt suicide.

- 42% of LGBTQ respondents report going for medical help for depression or anxiety, compared to 29% of heterosexual non-trans respondents. (Metro, Youth Chances Integrated Report, 2016)

2.7.3   What do we have in place?

- The Local Authority and schools are bound by the general duty of the Equality Act 2010 to protect all their transgender pupils and staff from transphobic bullying.

- Northumberland Education is developing a range of resources for all schools to better inform and support staff and young people to develop knowledge, understanding and expertise.

- We marked the Day of Transgender Visibility (31/3/16) by offering a 'lunch and learn' in the Council Chamber for all interested staff to learn more by watching TV and video clips.

- A resource listing useful online support is also available to all schools.

- Teachers and FRP professionals across Northumberland are successfully referring young people to the Tavistock GIDS and ensuring that young people can access youth work support, where it is available.

- Adult learning integrates equality and diversity 'hot topics' every month into teaching and learning to promote equality, challenge discrimination and promote positive attitudes towards LGBT. It provides a helpline to provide additional support to LGBT learners.

- LSCB members and the Head Teacher safeguarding conference had training about the needs of gender variant young people during 2016. This offer of support is being extended to schools.

- Trinity Youth offer LGBT awareness and peer mentoring to any secondary setting in Northumberland.

- In September 2016, the DfE guidance to schools about the school census data return stated for the first time that a young person's preferred gender should be ascribed. We communicated this to all schools.

- Northumberland County Council recognised the work of Education and Skills in promoting transgender equality in schools by awarding this work the 'Outstanding Diversity Project of the Year' award in the 2016 Excellence Awards

2.7.4   What else do we need to do?

- Further engage with all groups to ensure services are accessible and fair.

- Schools/settings are already supplied with Trans Toolkits from beacon authorities in Brighton and Hove and Cornwall. Northumberland will launch a trans toolkit in early 2017.

- In responding to the challenge that transphobic bullying presents, improve our understanding of the nature of gender variance, the biological factors involved in its occurrence and how it differs from sexual orientation .

- Continue to support those children, young people and families who need to access our services, or who experience barriers to accessing our services because of their gender dysphoria by offering support and resources to all schools.
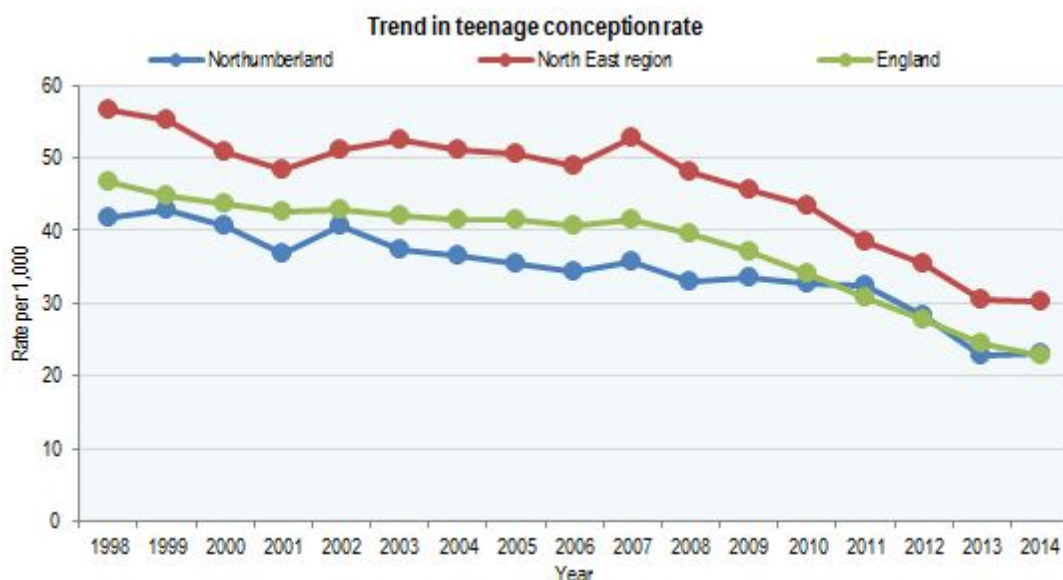
2.8   Pregnancy and Maternity

The Equality Act 2010 protects a woman against discrimination on the grounds of pregnancy and maternity for 26 weeks after giving birth. This includes treating a woman unfavourably because she is breastfeeding.

In a work context, a woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled.

Research shows that young women from socially disadvantaged backgrounds and those with poor educational outcomes are more likely to have a teenage pregnancy, while teenage mothers and their children are at increased risk of poverty and poor health. Historically, areas with high teenage conception rates have also had relatively high deprivation measures, such as unemployment rates, but this doesn't mean that one factor causes the other. Other population characteristics such as ethnicity and educational attainment levels can have an impact. (ONS. National Archive)

2.8.1   What do we know?

- The conception rate for 15 - 17 year olds in 2014 was 22.97 per 1000 in Northumberland in comparison to 22.80 per 1000 for England. The figure for the North East is 30.22 per 1000. Rates have fallen consistently since 2007.

Source: Public Health Outcomes Framework

2.8.2 What are the key impacts around pregnancy and maternity?

● Teenage girls often need support to make decisions which affect their own health and the health of their babies, for example about breastfeeding and vaccinations.

● Pregnant girls and their partners may have particular anxieties about pregnancy, childbirth and being parents and usually need extra support.

● Teenage parents may need support to maintain constructive relationships with each other and other family members.

● Teenage girls may need information about pregnancy and parenting in an age-appropriate way.

● Teenage mothers are more at risk of low educational attainment which affects their future employability and life chances.

● 'Teenage' parents may face particular prejudice from others in society, and assumptions are made by some about their ability to be parents.

● Depending on their individual circumstances, the maternity rights of teenage mothers are not always recognised, for example the right to maternity leave.

2.8.3 What do we have in place?

● A multi-agency early intervention approach to reducing teenage conceptions

● Targeted work with young people with about sex, relationships and parenting.

● A Sex and Relationships Education (SRE) officer who works as part of the Safeguarding and Wellbeing Team

● A comprehensive SRE programme to support all schools focussing on prevention and reducing teenage conception.

● An effective Education Other Than At School (EOTAS) service to work with pregnant teenagers and young mothers to ensure that they do not go missing from education or are disadvantaged by early motherhood.

● Transport is provided for young mothers to enable them to work around the needs of their baby.

● Targeted Children's Centre programmes are delivered in hotspot areas for teenage pregnancies. The Family Nurse Partnership (FNP) has been running in Northumberland for the past 2 years,

although this is about to be decommissioned in April 17. A multi-agency vulnerable parents pathway is being developed to replace FNP.

● We collect and monitor data on teenage pregnancy rates.

● We collect and monitor data on the education performance of pregnant teenagers.

● We have improved access for young people, including teenage parents, to appropriate housing and accommodation to support healthy living, for example a six bed unit for pregnant young mothers in Blyth.

2.8.4   What else do we need to do?

● Continue to work with our health partners to promote and improve the health and well-being of our children and young people.

● Consider how to better support the parents of the more vulnerable teenagers to reduce conception rates and support teenage parents.

● Training for staff which includes pregnancy/maternity equality.

● Work across teams to ensure that young mothers' educational opportunities are preserved.

2.9   Addressing the data gaps

The equality analysis has identified a number of areas where consideration of strengthening or reviewing data could be made. These include:

● ICS and School Census/ONE information systems do not currently hold data on pupils' sexual orientation.

● ICS and School Census/ONE information systems do not currently hold data for all pupils about their religion or belief.

● We do not routinely monitor academic progress and performance against multiple characteristics, for example boys on free school meals, BME pupils with SEND etc.

● We do not routinely combine data by protected characteristics from both information systems – social care/ICS and School Census/ONE.

● In 2016, for the first time, DFE guidance to completing the school census stated that a pupil should have the gender that corresponds to their identity recorded on schools' information systems.

2.10   Key equality issues

This equality analysis demonstrates that children's services have a number of potential impacts on all of the protected equality groups and other key groups who suffer inequality and discrimination in their lives. That impact might be positive or negative. It is also important when assessing the likely and actual impact of our services that we recognise that these protected groups are disproportionately characterised by socio-economic disadvantage.

We are committed to tackling child poverty and combating the inequalities that might consequently emerge. National research and our experience in this county demonstrate clearly that poverty is directly associated with failure to thrive in the early years and poor outcomes in terms of learning, health and well-being later in life.

Four million children are living in poverty in the UK, which is around 30% of all children. Poorer children score less well on a range of educational measures such as reading tests and GCSE results. Before the age of 2 a child from a poorer home is more likely to show a lower level of attainment than a child from a better off home. By age 6 a child from a wealthier family is likely to have overtaken an able child born into a poor family.

Children in poverty are more likely to leave school at 16 with few qualifications. Young people living in poverty are more likely to grow up feeling stressed and depressed, as well as facing bullying from their peers. Those who are NEET at 16-18 are 3 times more likely to be involved in crime aged 30. Female NEETs are 22 times more likely to be teenage mothers.

The key potential impacts of poverty are high crime rates, lower educational attainment, low aspirations, long term unemployment, poor health and high risk of NEET especially for Looked After Children. Our response to addressing these inequalities is captured in the high level priorities of the CYPP 2015-18.