

**General equality tasks**

1	Establish a system to monitor service users and employees on the seven social identity model
2	Consolidate a system of team Diversity Leaders
3	Contribute to the achievement of Level 3 of the Equality Standard for Local Government
4	Consolidate robust consultation arrangements
5	Inform Wigan Council Children & Young People's Panel of a wider range of equality issues
6	Provide children's workforce with outstanding equality, diversity and cohesion resources
7	Establish Equality Impact Assessment system across the department
8	Monitor educational attainment of students: gender and (if statistically appropriate) ethnicity
9	Within context of revised children's workforce strategy, identify under-represented groups and plan to encourage these groups into the Children, Young People and their Families Partnership children's workforce, including the setting of employment equality targets, as appropriate
10	<ul style="list-style-type: none"> <li>• Continue to improve the equality and diversity workforce data held for monitoring purposes.</li> <li>• Include equality monitoring forms in school staff application forms and include guidance on monitoring and evaluating job applications in relation to equality and diversity in Recruitment and Selection Guidance in Employment Handbook.</li> <li>• Undertake equality impact assessments on new workforce policies and procedures.</li> </ul>
11	Update documentation in Employment Handbook for Schools in relation to new statutory, contractual or case law requirements and recommend to governing bodies for adoption: <ul style="list-style-type: none"> <li>Guidance on the use of temporary contracts</li> <li>Dignity at Work Policy</li> <li>Early Retirement Policy</li> <li>Sickness local conditions of service entitlement</li> <li>Guidance on recruitment and selection</li> </ul>
12	Develop systems and processes to support the implementation of the Children & Young people's Plan 2008-11 including process for equality/diversity monitoring of outcomes.
13	To ensure the voice of the young person is at the centre of all developments and planning for the Wigan Safeguarding Children Board (including those with disabilities and other vulnerable groups).
14	Provision of additional information and analyses at spatial levels, to a wide range of audiences, to provide baseline information and allow monitoring of the impact of strategies.

15	Primary capital programme: undertake Equality Impact Assessments in respect of all relevant capital schemes
16	Strategy for school places and buildings: undertake Equality Impact Assessments in respect of all reorganisation proposals
17	Wigan Schools for the Future programme: undertake widespread consultation to ensure engagement of all (including 'hard to reach') groups
18	Develop and implement outreach strategy to ensure the identification of the most vulnerable families in relation to the clusters.
19	Develop and implement the childcare strategy to meet the local authority duty to secure sufficient childcare.

### Tasks relating to disability

21	Evaluate and develop the Outreach Service for young people with complex needs and autism.
22	Reduce number of 14-19 young people with learning difficulties or disabilities who are not in education, employment or training
23	Review Early Years Quality & Inclusion team procedures for early intervention for children under 5 with additional needs, leading to alignment with Children's Centre strategy
24	Develop a model of service delivery for pupils with identified Specific Learning Difficulties based on early intervention
25	Develop multi-agency working between Social and Emotional Aspects of Learning programme (hearing impairment support service) and Primary Care Trust (speech and language therapy service) to provide a new service for children with a hearing impairment and associated speech, language and communication difficulties
26	Achieve Dyslexia-Friendly status for the local authority
27	Develop an all age autism strategy and diagnostic pathway
28	To commission a training package to support extended service providers with training and development in relation to issues for delivery of services for children with disabilities.
29	To review and support Sex and Relationships Education delivery within special schools across the Borough
30	Support special schools in the delivery of the primary Social and Emotional Aspects of Learning programme
31	To include disabled children, children and young people with Special Educational Needs in the secondary Social and Emotional Aspects of Learning programme

### Tasks relating to class

32	Provide support for the children's workforce in reducing class inequality
33	Increasing participation, narrowing attainment gap and Wigan Schools for the Future from secondary team
34	Review all phases of Children's Centres to ensure universal services and targeting of resources to meet the needs of the most disadvantaged children/families and communities.
35	Investigate and disseminate good practice in reducing class inequality
36	<ul style="list-style-type: none"> <li>• Map the issues around Alcohol and Young People in two identified geographical areas where incidents of young people using alcohol are high.</li> <li>• To identify professionals who need additional training around Tier 1 &amp; 2 within these two geographical areas.</li> <li>• To develop a performance management system for measuring the impact of the training delivered within these two geographical areas.</li> <li>• Complete reports for the two identified geographical areas reports with findings and recommendations.</li> </ul>

### Tasks relating to ethnicity

37	Deliver the English as an Additional Language Development Programme across the borough
38	Complete report on research into retention rates and issues for black and ethnic minority children's workforce employees in Children & Young People's Services and schools. Discuss within workforce partnership group and consider any further appropriate action.
39	Complete an audit of equality and diversity training and development provision across the Children & Young People and their Families Partnership children's workforce and evaluate the feasibility of designing a systematic multi-agency training programme.
40	Implement a process for collection of ethnic origin data for governors
41	To maintain links with Children & Young People's Services staff for translation and interpretation requests and actively make available information in other formats e.g. translation binders, cue cards, guidance for staff on the intranet etc.
42	To work more closely with other services in terms of supporting the attendance and inclusion of Roma, Travellers and European Union migrant children and young people
43	To support the development of the Children Missing Education Strategy throughout the team
44	<ul style="list-style-type: none"> <li>• To attend Black and Minority Ethnic Children and Young People Wellbeing Group meetings.</li> <li>• To be an active member of the Black and Minority Ethnic Children and Young People Wellbeing working party.</li> <li>• To work with the Primary Care Trust on the needs of black and minority ethnic children and young people, services available and identifying any gaps</li> </ul>

### Tasks relating to gender

45	To develop a broad range of sexual health services in school and non school settings, to target 'hotspot' areas and young people identified at high risk of teenage pregnancy and/or poor sexual health, including 'hard to reach' young men
46	Further development and mainstreaming of a mobile sexual health service that can rapidly respond to changes in areas of identified need. Targeting 'hot spot' areas of high teenage pregnancy, super output areas of high deprivation, young people identified at high risk of teenage pregnancy and poor sexual health and/or 'hard to reach' young men.
47	<ul style="list-style-type: none"> <li>• publish online gender equality resource for schools</li> <li>• update Personal, Social and health Education Resource Library</li> <li>• update resources on intranet and internet</li> </ul>

### Tasks relating to children in care

48	To reduce the number of absences of pupils in care further to meet targets
49	<ul style="list-style-type: none"> <li>• Investigate the needs of children in care with regards to appropriate referrals to drug and alcohol services.</li> <li>• Establish a Tier 2 referral and brief &amp; extended intervention system in children in care services.</li> </ul>
50	<ul style="list-style-type: none"> <li>• Contribute to sub working group made of relevant partners.</li> <li>• Contribute in consultation exercise with young people and partner agencies in relation to content and sourcing of information</li> <li>• Production of suitable materials, information and resources to aid transition into Care</li> <li>• Devise training and awareness package, assisting in the roll out and delivery of transitional package.</li> </ul>

### Tasks relating to sexual orientation

51	To follow up sex and relationships education focus group work to identify developments in sex and relationships education in secondary schools and identify barriers and further areas for development by schools, [e.g. gender equality, homophobia]
52	<ul style="list-style-type: none"> <li>• To promote 'Safe to Learn' to all schools.</li> <li>• To deliver training on all the bullying agenda to relevant teams and members via school development network meetings and planned sessions..</li> <li>• To offer child exploitation and online protection training to schools/ staff members.</li> <li>• To link with other agencies to gain knowledge within this area and promote awareness</li> <li>• To offer policy writing sessions that include a section of how to deal with cyberbullying, homophobic bullying and other hate incidents.</li> </ul>