



# DRAFT EQUALITY ACTION PLAN

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**For consultation as per paragraph 2.23 of the Education and Library Boards' and the Staff Commission for Education and Library Boards' draft Equality Schemes**

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**October 2011**



# SECTION 1

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Introduction

Context

Audit of Inequalities

Equality Action Plan

Consultation



## INTRODUCTION

Section 75 of the Northern Ireland Act 1998 was intended to be transformative. Its aim was to change the practices of government and public authorities, so that equality of opportunity and good relations are central to policy-making, policy implementation, policy review and service delivery.

Since the introduction of the Section 75 Equality Duties, the five Education and Library Boards (the Boards) and the Staff Commission for Education and Library Boards (the Staff Commission), have worked collaboratively to put in place a programme of work towards the achievement of these legislative objectives.

In the period 2006-08, the Equality Commission for Northern Ireland conducted an Effectiveness Review of progress made by public authorities on the implementation of the Section 75 Equality Duties. The Effectiveness Review's recommendations have influenced the direction and informed the content of the Equality Commission's new revised 'Guide for Public Authorities' on the implementation of Section 75.

The Equality Commission has written to each Board and the Staff Commission to request the submission of a revised Equality Scheme and Action Plan by 1 August 2011. To accord with the Commission's revised Guide, the Action Plan is to be based on an Audit of Inequalities, which is described in the revised Guide as '*a systematic review and analysis of inequalities, which exist for service users and those affected by a public authority's policies*' [page 81 refers].

## CONTEXT

The anticipated outcome of the Review of Public Administration, combined with the on-going impact of reduced expenditure as a result of the Comprehensive Spending Review (CSR), is having a significant impact on the delivery of education services. Indeed, the strategic planning processes within the Boards/Staff Commission, which normally operate within a 3 - 5 year cycle, have been curtailed to annual operating plans. Given the on-going challenges facing education and the anticipated changes to educational administration, the Boards/Staff Commission adopted a pragmatic approach to this audit of inequalities.

## AUDIT OF INEQUALITIES

The Equality Commission for Northern Ireland's new Section 75 (s75) guidance recommends that:

*'In order to effectively demonstrate that a public authority has paid due regard to the need to promote equality of opportunity and regard to the desirability of promoting good relations through the implementation of its equality scheme, the Commission recommends that a public authority develops action measures/action plans to promote equality of opportunity and good relations.'* [page 46 refers].

As part of the process of the development of an action plan the guidance recommends that:

*'... public authorities should: undertake an audit of inequalities to identify the range of key inequalities which the discharge of the public authority's functions is intended to or is likely to address; and develop action measures based on functions and key inequalities identified ...;'* [page 48 refers].

The audit of inequalities is based on gathering information, both external (relevant research/consultation with stakeholders, etc) and internal (user feedback, complaints etc.) relating to the functions of the Public Authority.

The Equality Commission has indicated, in its Guide, that the completion of the audit is a developing process.

It was in this context that the Boards/Staff Commission issued for consultation a 'Work in Progress' document which set out its findings to date on its Audit of Inequalities. The document, issued on 14 July 2011, sought to:

- identify key inequalities;
- briefly outline on-going key work/actions to address these inequalities; and
- identify proposed actions to be built into an agreed inter-Board/Staff Commission Equality Action Plan. Such an action plan will include performance indicators and anticipated outcomes.

### **Delivering Education and Library Board Services:**

The five Boards were established in 1973, following the reorganisation of Local Government in NI. Each Board is a corporate body, established under statute as the local authority for education. Their functions and responsibilities are derived from statute. Their central activities support the provision of: Pre-school, Primary and Secondary Education; Special Education and Youth Services throughout the geographical area encompassed by each Board.

Under the Review of Public Administration, Library Services transferred to the Northern Ireland Library Authority on 1 April 2009

The broad themes which emerged from this Audit of Inequalities are often inter-connected and are common across a number of equality grounds. They are:

- supporting improved attendance;
- tackling educational under-achievement;
- supporting improved access;
- promoting inclusion; and
- promoting mental health and wellbeing.

### **Recruiting and Managing the Boards'/Staff Commission's Workforce:**

- promoting inclusion and diversity in employment

The consultation exercise on the audit is on-going; the deadline for comments is 21 October 2011. The Boards/Staff Commission advised that, in tandem with this consultation, work would continue on the development of an Equality Action Plan. The Equality Action Plan is based on the Boards/Staff Commission's legal functions and the key inequalities identified.

The Audit of Inequalities is available at [www.staffcom.org.uk](http://www.staffcom.org.uk)

## EQUALITY ACTION PLAN

As stated in the Audit of Inequalities, some of the actions relate to measures which are already in place, the continuation of which is expected to have a positive impact on the promotion of equality of opportunity and good relations. All new action measures have been highlighted in each section and are listed at Appendix 2. **All of the proposed actions are subject to sufficient resources being available.**

The following sections of this document detail the actions the Boards/Staff Commission propose to take to address the identified inequalities.

### Section 2 - Delivering Education and Library Board Services

Details the actions the five Boards will undertake in relation to service delivery in response to the key inequalities identified in the Audit of Inequalities, published for consultation in July 2011.

The inter-connectivity of education policies is such that they will contribute not only to specific key priorities but collectively to the overall achievement of the Department of Education's vision *'To ensure that every learner fulfils his or her full potential at each stage of development'*. There is a range of policies designed to implement the broad strategy for raising standards and tackling issues of equity. Examples of these are contained at paragraphs 4.1 and 4.2 of the Department of Education's Audit of Inequalities, available at [www.deni.gov.uk](http://www.deni.gov.uk)

### Section 3 - Recruiting and Managing the Boards' and Staff Commission's Workforces

Details the actions the five Boards and the Staff Commission will take to promote inclusion and diversity in employment in response to the key inequalities identified through the Audit, published for consultation in July 2011.

## CONSULTATION

At the Joint Consultative Forum meeting on 12 May 2011 there was a presentation on the work undertaken to date on the Audit of Inequalities and the proposed way forward. There was general acceptance of the approach adopted.

Consultees requested that adequate time be allowed for consultation on both the findings of the Audit and the proposed action measures. This was agreed.

The purpose of this draft Equality Action Plan is to facilitate engagement at the earliest opportunity in this process. The deadline for comments will be **Friday, 20 January 2012**.

This initial Action Plan will be reviewed and updated as evidence is gathered and accessed in line with the commitments set out in the Boards'/Staff Commission's revised Equality Schemes.

Comments should be submitted to any of the following contacts and will be shared on an inter-Board/Staff Commission basis.

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For the purposes of this specific consultation exercise the central contact for all five Boards is:

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# SECTION 2

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## DELIVERING EDUCATION AND LIBRARY BOARD SERVICES

- Theme 1: Supporting Improved Attendance
- Theme 2: Tackling Educational Under-Achievement
- Theme 3: Supporting Improved Access
- Theme 4: Promoting Inclusion
- Theme 5: Promoting Mental Health and Wellbeing



## THEME 1: SUPPORTING IMPROVED ATTENDANCE

### BASELINE POSITION

Evidence of low levels of attendance by:

- Boys/Protestant working class boys (Section 2, item 1 and Section 3, item 11)<sup>1</sup>;
- Irish Traveller pupils (Section 2, item 2);
- Newcomer children (Section 2, item 3); and
- Young Carers and Looked after Children (Section 2, item 6).

### GENERIC ACTION MEASURES

<b>1.1 Action Measure:</b>	Conduct an in-depth analysis of patterns, levels of absence, type of absence, reason for absence by Board, school management type, by pupil characteristic in particular, those identified above as having lower than expected attendance levels.
<b>Intended Outcome:</b>	Baseline position established to better enable the identification of high levels of absence by specific groups.
<b>Timescale:</b>	To be completed by June 2012.
<b>Lead Service:</b>	DE/Boards' Education Welfare Service
<b>Measuring &amp; Reporting Progress:</b>	Attendance data for all grant-aided primary, post-primary and special schools was collected for the first time in the school census in October 2008. Information relating to the last three school years is now available. Analysis completed, findings published. Quarterly Progress Reports/Annual Review.
<b>1.2 Action Measure:</b>	Develop inter-Board approaches to tackle non-attendance targeting vulnerable groups, in particular those specified above.
<b>Intended Outcome:</b>	Inter-Board strategy put in place to improve levels of attendance at school.
<b>Timescale:</b>	December 2012.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Attendance data for all grant-aided primary, post-primary and special schools included in the school census since October 2008. Monitoring data will enable the tracking of measures put in place to improve attendance levels. Quarterly Progress Reports/Annual Review.

<sup>1</sup>Unless otherwise stated, all cross-references relate to inter-Board/Staff Commission Audit of Inequalities, which provides more detailed information on the baseline position.

## THEME 1: SUPPORTING IMPROVED ATTENDANCE

### GROUND SPECIFIC ACTION MEASURES

#### BOYS/PROTESTANT WORKING CLASS BOYS

<b>1.3 Action Measure:</b>	Analyse the number of boys, including Protestant working class boys going through suspensions or expulsions; the number of school refusers, and the number of referrals for further support.
<b>Intended Outcome:</b>	Patterns and trends identified; provision of additional support as appropriate.
<b>Timescale:</b>	December 2012.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Baseline data compiled. Report of findings produced.

#### IRISH TRAVELLER PUPILS

<b>1.4 Action Measure:</b>	Complete the analysis of Key Stage results for Traveller pupils along with attendance; type of Traveller accommodation; and Special Educational Needs (SENs), and develop an agreed inter-Board strategy to improve attendance amongst this group. To include: <ul style="list-style-type: none"><li>• a formal protocol with Schools on an intervention strategy for Traveller pupils below the attendance threshold;</li><li>• specific transition support programmes for use across all school sectors.</li></ul>
<b>Intended Outcome:</b>	Analysis will inform baseline data. Agreed strategy in place, specific Officer deployed to work as co-ordinator for attendance and performance tracking of Traveller children and young people.
<b>Timescale:</b>	June 2011.
<b>Lead Service:</b>	Inter-Board Traveller Education Support Service.
<b>Measuring &amp; Reporting Progress:</b>	Analysis completed. Measures identified to improve and track attendance of Traveller pupils. Quarterly Progress Reports/Annual Review.

<b>1.5 Action Measure:</b>	Commence during September 2011 the roll-out of the Belong Project <sup>2</sup> to participating schools to enable them to review and revise current programmes, monitor and review poor attendance etc.
<b>Intended Outcome:</b>	Development of models of good practice.
<b>Timescale:</b>	2011-12.
<b>Lead Service:</b>	Inter-Board Traveller Education Support Service.
<b>Measuring &amp; Reporting Progress:</b>	Evaluation report on the Belong Project. Quarterly Progress Reports/Annual Review.

<sup>2</sup> Belong is a new project being rolled out to Irish Traveller and Black Minority Ethnic children.

## THEME 1: SUPPORTING IMPROVED ATTENDANCE

### LOOKED AFTER CHILDREN (LAC)

<b>1.6 Action Measure:</b>	Examine the findings of the DE research into how the education system can improve the attendance of LAC at post-primary level.
<b>Intended Outcome:</b>	Improved attendance levels of LAC at post-primary schools.
<b>Timescale:</b>	December 2011.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Agreed strategy in place. Quarterly Progress Reports/Annual Review.

<b>1.7 Action Measure:</b>	Development of a five-Board/multi-agency approach to work with LAC/young people, in particular those in a residential setting, by September 2012.
<b>Intended Outcome:</b>	Encourage the attendance and participation in school life of Looked after Children.
<b>Timescale:</b>	September 2012.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Multi-agency approach developed. Quarterly Progress Reports/Annual Review.

## THEME 2: TACKLING EDUCATIONAL UNDER-ACHIEVEMENT

### BASELINE POSITION

Evidence of under-achievement among:

- Boys, working class boys and in particular Protestant working class boys (Section 2, Item 1 and Section 3, item 13);
- Irish Traveller pupils (Section 2, item 2);
- Pupils from minority ethnic backgrounds and newcomer children (Section 2, item 3);
- Pupils with disabilities (Section 2, item 5); and
- Young Carers and Looked after Children (Section 2, item 6).

### GENERIC ACTION MEASURES

<b>2.1 Action Measure:</b>	Continued implementation of the school improvement strategy ESaGS <sup>3</sup> and the 'Count, Read: Succeed' policy and other special programmes e.g., Achieving Belfast and Achieving Derry - Bright Futures
<b>Intended Outcome:</b>	Improved levels of literacy and numeracy in accordance with DE targets (Annex A refers).
<b>Timescale:</b>	2011-15.
<b>Lead Service:</b>	Boards' Curriculum, Advisory and Support Service (CASS).
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation of progress built into DE strategy/policy. Measurement against DE targets (Annex A) and by equality ground as appropriate. Quarterly Progress Reports/Annual Review.

  

<b>2.2 Action Measure:</b>	Ensure all schools have School Development Plans (SDPs) that meet statutory requirements.
<b>Intended Outcome:</b>	Ensure SDPs have in place appropriate targets for improvements in the % of pupils achieving at the expected levels in literacy and numeracy (Annex A refers).
<b>Timescale:</b>	Annually.
<b>Lead Service:</b>	Boards' CASS.
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation of progress built into strategy/policy. Measurement against DE targets (Annex A) and by equality ground as appropriate. Quarterly Progress Reports/Annual Review.

<sup>3</sup> Every School a Good School

## THEME 2: TACKLING EDUCATIONAL UNDER-ACHIEVEMENT

<b>2.3 Action Measure:</b>	Encourage schools to remain on target for full delivery of the Entitlement Framework.
<b>Intended Outcome:</b>	Work towards an increased number of pupils having access to a much broader, more balanced and economically relevant curriculum.
<b>Timescale:</b>	2013.
<b>Lead Service:</b>	Boards' CASS.
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation of progress built into strategy/policy. Measurement against DE targets (Annex A) and by equality ground as appropriate. Quarterly Progress Reports/Annual Review.

<b>2.4 Action Measure:</b>	Ensure extended schools <sup>4</sup> activities/services are integrated into School Development Plans for raising standards.
<b>Intended Outcome:</b>	Address local educational under-achievement of children/young people from deprived and disadvantaged areas.
<b>Timescale:</b>	June 2012.
<b>Lead Service:</b>	Inter-Board Equality Rights and Social Inclusion
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation of progress built into programmes. Education and Training Inspectorate (ETI) evaluation. Emerging good practice shared on an inter-Board basis. Quarterly Progress Reports/Annual Review.

### GROUND SPECIFIC ACTION MEASURES

#### BOYS/WORKING CLASS BOYS

<b>2.5 Action Measure:</b>	Analysis of data by gender forms a part of the data analysis work undertaken in conjunction with schools where significant issues are identified at school level; schools are provided with training, guidance and support to ensure that the new curriculum and the new guidance issued under 'ESaGS', and 'Count, Read: Succeed' are used to enable the school to meet the individual need of each pupil; and that the EF <sup>5</sup> is fully exploited to identify career pathways for boys.
<b>Intended Outcome:</b>	Evidence that the gap in achievement between boys and girls is being reduced.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Boards' CASS and Inter-Board Equality Rights and Social Inclusion
<b>Measuring &amp; Reporting Progress:</b>	Measurement against DE targets (Annex A). Quarterly Progress Reports/Annual Review.

<sup>4</sup> The Extended Schools Programme is targeted on reducing differentials and improving the life chances of children and young people who have limited access to current services, particularly from deprived and disadvantaged areas.

<sup>5</sup> Entitlement Framework

## THEME 2: TACKLING EDUCATIONAL UNDER-ACHIEVEMENT

<b>2.6 Action Measure:</b>	Implementation of long-term sustained interventions e.g. Achieving Belfast and Achieving Derry - Bright Futures to address the link between under-achievement and social deprivation
<b>Intended Outcome:</b>	Improvements in examination results and end of year key stage results and a decrease in the number of pupils in the participating schools leaving without any qualifications, namely pupils from deprived and disadvantaged areas.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Belfast and Western Education and Library Boards' CASS.
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation of progress built into programmes. ETI evaluation. Emerging good practice shared on an inter-Board basis. Quarterly Progress Reports/Annual Review.

### PROTESTANT WORKING CLASS BOYS

<b>2.7 Action Measure:</b>	Consider the recommendations from the research 'Educational Disadvantage and the Protestant working class'.
<b>Intended Outcome:</b>	Identification and implementation of specific action measures, including personal development plans aimed at improved self esteem, positive mental health to improve educational outcomes for Protestant working class boys.
<b>Timescale:</b>	2011-12.
<b>Lead Service:</b>	Boards' CASS.
<b>Measuring &amp; Reporting Progress:</b>	Evidence that the recommendations have been considered. Annual Review.

### IRISH TRAVELLER PUPILS

<b>2.8 Action Measure:</b>	Identify a number of schools currently receiving additional literacy and numeracy support for involvement in an educational attainment tracking project to record the specific achievement levels of Traveller pupils.
<b>Intended Outcome:</b>	Establish baseline levels of literacy and numeracy by sample of schools tracked over a 3 year period. Evidence that numeracy and literacy levels have improved amongst Traveller children.
<b>Timescale:</b>	2012-15.
<b>Lead Service:</b>	Inter-Board Traveller Education Support Service/Boards' Educational Welfare Service
<b>Measuring &amp; Reporting Progress:</b>	Schools identified; publication of the results of tracking. Quarterly Progress Report/Annual Review.

## THEME 2: TACKLING EDUCATIONAL UNDER-ACHIEVEMENT

<b>2.9 Action Measure:</b>	Encourage, within the Entitlement Framework, post-primary schools to help more Traveller students undertake courses with accredited qualifications.
<b>Intended Outcome:</b>	An increase in the number of Traveller students engaging in vocational qualifications.
<b>Timescale:</b>	June 2012.
<b>Lead Service:</b>	Inter-Board Traveller Education Support Service/CASS
<b>Measuring &amp; Reporting Progress:</b>	Evidence of increased participation levels. Annual Review.

<b>2.10 Action Measure:</b>	Provide support to increase uptake of 'out of school hours' learning for Traveller children.
<b>Intended Outcome:</b>	Evidence of an increase in the number of Traveller children and young people taking up places.
<b>Timescale:</b>	June 2014.
<b>Lead Service:</b>	Inter-Board Service C2K and Inter-Board Traveller Education Support Service.
<b>Measuring &amp; Reporting Progress:</b>	Baseline established; evidence collected on up-take. Annual Review.

### CHILDREN/YOUNG PEOPLE FROM MINORITY ETHNIC BACKGROUNDS AND NEWCOMER PUPILS

<b>2.11 Action Measure:</b>	Provide Diversity Co-ordinators to cluster groups of schools to give support and advice to teaching staff.
<b>Intended Outcome:</b>	Seek to ensure newcomer pupils are placed in the correct class for their ability and age and their needs are being met.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Inter-Board Inclusion and Diversity Service.
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

<b>2.12 Action Measure:</b>	Implement Programmes to Black Minority Ethnic children e.g., 'Belong' which takes an early intervention and prevention approach to improving educational outcomes.
<b>Intended Outcome:</b>	Development of best practice models.
<b>Timescale:</b>	December 2012.
<b>Lead Service:</b>	Inter-Board Equality Rights and Social Inclusion and the inter-Board Inclusion and Diversity Service.
<b>Measuring &amp; Reporting Progress:</b>	Evaluation report on the project and its educational outcomes published. Annual Review.

## THEME 2: TACKLING EDUCATIONAL UNDER-ACHIEVEMENT

<b>2.13 Action Measure:</b>	Review data sources and data collection of school census information on newcomer pupils.
<b>Intended Outcome:</b>	Data base of newcomer pupils that is more relevant, up to date, clear and user friendly.
<b>Timescale:</b>	To be determined in consultation with DE/CCEA and C2K.
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

### CHILDREN AND YOUNG PEOPLE WITH DISABILITIES

<b>2.14 Action Measure:</b>	Continue to implement the Education Order (NI) 1996 and SENDO (NI) 2005 by: <ul style="list-style-type: none"> <li>ensuring assessment and review processes are completed within specified time frames;</li> <li>ensuring support, advisory and education psychology services are provided to Stage 3 assessment;</li> <li>implementing a common time allocation model for use by educational psychology services across the Boards;</li> <li>developing a common model of support and provision for pupils with severe learning difficulties that is consistent with the aims of the Literacy and Numeracy strategy.</li> </ul>
<b>Intended Outcome:</b>	Improved monitoring of all referrals. Implementation of a common time allocation model for the provision of psychology services. Improved support arrangements for pupils with severe learning difficulties.
<b>Timescale:</b>	On-going. New work to be completed by 2012.
<b>Lead Service:</b>	Inter-Board Regional Strategy Group
<b>Measuring &amp; Reporting Progress:</b>	Quarterly Progress Reports/Annual Review.

<b>2.15 Action Measure:</b>	Implement the inter-Board 'Criteria for Initiating a Statutory Assessment' to meet the SENs of pupils at school based stages of the SEN Code of Practice and the findings of the EQIA.
<b>Intended Outcome:</b>	Better parental and pupil involvement in the Statutory Assessment process, including greater involvement by Traveller and Newcomer children and achieving greater inclusion of children with disabilities in mainstream education. Evidence that the development of specific criteria for Autistic Spectrum Disorder has been considered.
<b>Timescale:</b>	2011-12.
<b>Lead Service:</b>	Inter-Board Regional Strategy Group
<b>Measuring &amp; Reporting Progress:</b>	Evidence that the outreach measures specified have been put in place. Quarterly Progress Reports/Annual Review.

## THEME 2: TACKLING EDUCATIONAL UNDER-ACHIEVEMENT

### YOUNG CARERS

<b>2.16 Action Measure:</b>	Early identification of young carers through outreach work with schools.
<b>Intended Outcome:</b>	Provision of educational support arrangements to young carers.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

### LOOKED AFTER CHILDREN

<b>2.17 Action Measure:</b>	Ensure the development of Personal Educational Plans for Looked after Children
<b>Intended Outcome:</b>	Ensure adequate provision in place to meet the individual needs of Looked after Children.
<b>Timescale:</b>	2011-12
<b>Lead Service:</b>	Publication of Inter-Board framework for Personal Education Plans/Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

## THEME 3: SUPPORTING IMPROVED ACCESS

### BASELINE POSITION

Evidence of lower up-take of services and/or accessibility issues among:

- Working class boys and in particular Protestant working class boys (Section 2, item 1 and Section 3, item 13);
- Irish Traveller pupils (Section 2, item 2);
- Newcomer children (Section 2, item 3);
- Gay, Lesbian and Bisexual Children and Young People (Section 2, item 4 and Section 3, item 10);
- Pupils with disabilities (Section 2, item 5);
- Young Carers (Section 2, item 6);
- School Aged Mothers;
- Gender issues and Stereotyping; and
- Early Years.

### GENERIC ACTION MEASURES

<b>3.1 Action Measure:</b>	Improve access to a high quality education through: <ul style="list-style-type: none"><li>• complying with special educational needs framework;</li><li>• ensuring sustained progress towards full implementation of the Entitlement Framework;</li><li>• ensuring schools have met their uplift targets, specified in their ALC<sup>6</sup> Implementation Plans;</li><li>• improving the Learning Environment; and (RAPs item</li><li>• ensuring services are delivered in a manner which is accessible.</li></ul>
<b>Intended Outcome:</b>	Work towards ensuring the necessary support services to schools are delivered and that these services contribute to the raising of standards/targets.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Boards' CASS
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation of progress built into strategy/policy. Measurement against DE targets (Annex A) and by equality ground as appropriate. Online curriculum audit to be completed by schools in October 2011. The outcomes of the curriculum review will be analysed during 2012-13.

<sup>6</sup> Area Learning Communities

## THEME 3: SUPPORTING IMPROVED ACCESS

<b>3.2 Action Measure:</b>	Review, when published the Report of the DE's Review of Pre School admissions and identify and implement action measures, as appropriate.
<b>Intended Outcome:</b>	Improved access for marginalised groups. Early identification of patterns and trends of non-participation.
<b>Timescale:</b>	To be determined in consultation with DE.
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

<b>3.3 Action Measure:</b>	Establish an inter-Board Youth Services project to: <ul style="list-style-type: none"><li>• develop a needs assessment template; and</li><li>• review needs related information on a geographical basis.</li></ul>
<b>Intended Outcome:</b>	Develop a template to identify and meet need on a regional basis
<b>Timescale:</b>	Complete a pilot needs analysis of 3 District Council areas by March 2012.
<b>Lead Service:</b>	Inter-Board Youth Services Steering Group.
<b>Measuring &amp; Reporting Progress</b>	Annual Review.

## GROUND SPECIFIC ACTION MEASURES

### WORKING CLASS BOYS, IN PARTICULAR PROTESTANT WORKING CLASS BOYS

<b>3.4 Action Measure:</b>	Work with schools to increase up-take of free school meals entitlement by pupils in the post-primary controlled sector.
<b>Intended Outcome:</b>	Improve access to wrap-around support services aimed at tackling socio-economic issues.
<b>Timescale:</b>	2011-12.
<b>Lead Service:</b>	Inter-Board Student Support Services
<b>Measuring &amp; Reporting Progress:</b>	Baseline figures on Free School Meals uptake versus entitlement. Uptake increased by 2%. Monitor increased up-take by Protestant working class boys. Annual review.

## THEME 3: SUPPORTING IMPROVED ACCESS

### IRISH TRAVELLER PUPILS

<b>3.5 Action Measure:</b>	<p>Develop and implement a five year delivery plan for Traveller Education, which will include:</p> <ul style="list-style-type: none"><li>• assisting Traveller parents in accessing early years provision for Traveller children;</li><li>• providing parental support to Traveller parents whose children have additional educational needs;</li><li>• encouraging the involvement of Traveller parents in their children's 'learning and achievement'; and</li><li>• working on a multi-agency basis to improve communication with Traveller parents and facilitate their involvement in their children's development and education.</li></ul>
<b>Intended Outcome:</b>	<p>Increased numbers of new places applied for each January by Traveller parents. Improved knowledge and understanding by Traveller Parents in regard to the Statement Process. An increase in the numbers of Traveller Parents supporting their children's learning in formal and informal situations. Increased opportunities for Traveller Support Staff to engage in collaborative working opportunities alongside other stakeholders from the voluntary and statutory sector.</p>
<b>Timescale:</b>	<p>2012-2013. Increased numbers of children engaged in pre-school/play provision. Improved communication with Traveller parents.</p>
<b>Lead Service:</b>	<p>Inter-Board Traveller Education Support Service.</p>
<b>Measuring &amp; Reporting Progress:</b>	<p>Monitoring of up-take in pre-school nursery places. Annual Review.</p>

### NEWCOMER PUPILS

<b>3.6 Action Measure:</b>	<p>Implement the inter-Board Inclusion and Diversity Service five year plan (2007 - 2012) which includes:</p> <ul style="list-style-type: none"><li>• provision of school-based support for initial parent/teacher meetings, follow-up advice, basic language needs and curriculum support;</li><li>• translation and interpreter services and information; a multi lingual website; and</li><li>• development of outreach measures to newcomer families.</li></ul>
<b>Intended Outcome:</b>	<p>Provision of training, guidance and support to schools. Improved access and support for parents of newcomer children through multi-lingual website, translation and interpreter service. Implementation of outreach measures to newcomer families to encourage parents to enrol their children in pre-school education.</p>
<b>Timescale:</b>	<p>2007-2012.</p>
<b>Lead Service:</b>	<p>Inter-Board Inclusion and Diversity Service.</p>
<b>Measuring &amp; Reporting Progress:</b>	<p>Monitoring of all referrals on the grounds of race/ethnic origin under the Criteria for Initiating a Statutory Assessment of Special Educational Needs. Monitoring of up-take in pre-school nursery places. Annual Review.</p>

## THEME 3: SUPPORTING IMPROVED ACCESS

### GAY, LESBIAN AND BISEXUAL CHILDREN AND YOUNG PEOPLE

<b>3.7 Action Measure:</b>	Review how the Relationships and Sexuality Education (RSE) element of the curriculum is being implemented.
<b>Intended Outcome:</b>	
<b>Timescale:</b>	To be determined (Priority issue)
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

<b>3.8 Action Measure:</b>	Under the Inter-Board Youth Services Project at item 3.3, explore the potential for the establishment of LGBT youth groups in partnership with Gay and Lesbian Youth Northern Ireland (GLYNI) and examine the participation of LGBT young people in youth service provision.
<b>Intended Outcome:</b>	Work towards the establishment of LGBT youth groups to meet the needs of LGBT young people
<b>Timescale:</b>	March 2012
<b>Lead Service:</b>	Inter-Board Youth Services Steering Group
<b>Measuring &amp; Reporting Progress:</b>	Annual Review

### CHILDREN AND YOUNG PEOPLE WITH DISABILITIES

<b>3.9 Action Measure:</b>	Establish a regional electronic library through Learning NI that will be accessible both to schools and pupils with a visual impairment and compliant with copyright legislation.
<b>Intended Outcome:</b>	Improved access for pupils with visual impairments.
<b>Timescale:</b>	June 2011
<b>Lead Service:</b>	Inter-Board Regional Visual Impairment Resource Service
<b>Measuring &amp; Reporting Progress:</b>	Unit established; up-take monitored.

<b>3.10 Action Measure:</b>	Explore the scope to review data on a regional basis, through the creation of a 'virtual' school, which would bring together all information on children who have a particular disability, to ascertain attendance and attainments.
<b>Intended Outcome:</b>	Identify the educational environment(s) in which students with a particular disability best perform.
<b>Timescale:</b>	To be determined in consultation with DE.
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

## THEME 3: SUPPORTING IMPROVED ACCESS

<b>3.11 Action Measure:</b>	Implement the Education and Training Inspectorate's (ETI) recommendation on its 'Evaluation of the Transition Arrangements from the Special School Sector to Further Education, Adult and Working Life' and examine appropriate EF curriculum opportunities that will enable young people from special schools to access meaningful courses.
<b>Intended Outcome:</b>	Support provided to pupils with a disability and/or SENs, moving from school to adult life.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Inter-Board Education Transition Service.
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

  

<b>3.12 Action Measure:</b>	Work in conjunction with DE to publish a Building Handbook for Special Schools.
<b>Intended Outcome:</b>	Improved accessibility and educational environment for children and young people with disabilities.
<b>Timescale:</b>	To be determined in consultation with DE.
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

  

<b>3.13 Action Measure:</b>	Continue to ensure that: <ul style="list-style-type: none"><li>• individual works are undertaken as a result of physiotherapist reports;</li><li>• account is taken of available research into (particular colour schemes) the characteristics of the learning environment and their effect on children with particular needs;</li><li>• the contribution of CYPs and CASS staff in the design of accommodation;</li><li>• disability access is included in new builds and refurbishment schemes; and</li><li>• the on-going programme of DDA audit and minor works to improve accessibility in the schools' estate continues.</li></ul>
<b>Intended Outcome:</b>	Improving the learning environment for children and young people with a disability and/or SENs.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Inter-Board Property Services
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

## THEME 3: SUPPORTING IMPROVED ACCESS

### YOUNG CARERS

<b>3.14 Action Measure:</b>	Early identification of young carers in schools through partnership working with the Young Carers' Forum and the Health Trusts to ensure young carers gain access to educational support.
<b>Intended Outcome:</b>	Provision of educational support to young carers.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Annual review of numbers of children/young people identified as carers, tracking their educational achievements.

### SCHOOL AGED MOTHERS (SAMS)

<b>3.15 Action Measure:</b>	Continuation of the SAMS projects.
<b>Intended Outcome:</b>	Provision of support services to school aged mothers in line with the Entitlement Framework.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Tracking up-take and educational achievements of SAMS.

### GENDER ISSUES - STEM<sup>7</sup>

<b>3.16 Action Measure:</b>	Development of an inter-Board Action Plan to promote the uptake of STEM subjects.
<b>Intended Outcome:</b>	Regional agreement and implementation of Action Plan.
<b>Timescale:</b>	2011-2012.
<b>Lead Service:</b>	Boards' CASS.
<b>Measuring &amp; Reporting Progress:</b>	Action Plan developed and implemented. Annual review of Plan.

<sup>7</sup> Northern Ireland Executive's Science, Technology, Engineering and Mathematics (STEM) Strategy

## THEME 4: PROMOTING INCLUSION

### BASELINE POSITION

Marginalised and/or hard to reach groups identified through the Audit:

- Irish Traveller pupils (Section 2, item 2);
- Pupils from minority ethnic backgrounds and newcomer children (Section 2, item 3);
- Gay, Lesbian and Bisexual Children and Young People (Section 2, item 4);
- Children and Young People with Disabilities (Section 2, item 5);
- Young Carers and Looked after Children (Section 2, item 6);
- Boys

### GENERIC ACTION MEASURES

<b>4.1 Action Measure:</b>	Deliver the DE's 'Community Relations, Equality and Diversity in Education' (CRED) policy through the provision of support and training for schools in mainstreaming this policy into the curriculum.
<b>Intended Outcome:</b>	Promotion of equality of opportunity and good relations in both the school and youth sectors.
<b>Timescale:</b>	Ongoing
<b>Lead Service:</b>	Inter-Board CRED Panel and Boards' CASS
<b>Measuring &amp; Reporting Progress:</b>	Monitoring mechanism established to track the implementation of this policy.

  

<b>4.2 Action Measure:</b>	Continue to implement, monitor and evaluate the Primary Integrating/Enriching Education (PIEE); the Belong Project and other projects/programmes being delivered on a partnership basis.
<b>Intended Outcome:</b>	To raise awareness of Irish Traveller and Black Minority Ethnic children's needs; deliver specific programmes to improve educational outcomes; and to encourage collaborative working across different sectors in a geographical proximity. Develop models of good practice.
<b>Timescale:</b>	2009-12.
<b>Lead Service:</b>	Boards' CASS and Inter-Board Equality Rights and Social Inclusion
<b>Measuring &amp; Reporting Progress:</b>	Monitoring and evaluation built into the delivery of these programmes. Publication of evaluation reports.

  

<b>4.3 Action Measure:</b>	Continue to ensure that Diversity, Community Relations & Human Rights are central to the delivery of the Citizenship elements of the curriculum being delivered by schools.
<b>Intended Outcome:</b>	Promotion of good relations in schools
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Boards' CASS and Inter-Board CRED Panel
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

## THEME 4: PROMOTING INCLUSION

<b>4.4 Action Measure:</b>	Continue to implement a regional approach to all aspects of anti-bullying at both prevention and intervention levels and the provision of support to schools in tackling bullying. This includes: <ul style="list-style-type: none"><li>• publication and promotion of the resource pack 'Responding to Alleged Bullying Incidents';</li><li>• promotion of the Schools Information Management System (SIMS) Behaviour Management Module by schools;</li><li>• participation in the work of the NIABF<sup>8</sup>; and</li><li>• provision of support to schools to enable participation in Anti-Bullying Week.</li></ul> Review the recommendations to emerge from the DE commissioned research into the 'Nature and Extent of Bullying'.
<b>Intended Outcome:</b>	Better classification and management of bullying complaints.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Inter-Board Anti Bullying Group.
<b>Measuring &amp; Reporting Progress:</b>	Annual Review.

<b>4.5 Action Measure:</b>	Develop with University of Ulster, Queens University, Stranmillis and St Mary's University Colleges an input to their Initial Teacher Education and PGCE training on supporting newcomer pupils and pupils with a disability and/or special educational needs.
<b>Intended Outcome:</b>	Promotion of inclusion of newcomer children and children and young people with disabilities.
<b>Timescale:</b>	To be determined.
<b>Lead Service:</b>	Inter-Board Inclusion and Diversity Service and Inter-Board Regional Strategy Group
<b>Measuring &amp; Reporting Progress:</b>	Formalised arrangements for an input to Initial Teacher Education and PGCE training. Annual Review

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<sup>8</sup> NIABF - The Northern Ireland Anti-Bullying Forum enables members to share models of best practice, disseminate information, develop and coordinate joint initiatives to ensure that schools and organisations working with children and young people are able to develop appropriate strategies to prevent and deal with bullying behaviours.

## THEME 4: PROMOTING INCLUSION

### GROUND SPECIFIC ACTION MEASURES

#### IRISH TRAVELLER PUPILS

<b>4.6 Action Measure:</b>	Analyse the numbers of Traveller pupils going through suspensions or expulsions and the number of referrals for further support.
<b>Intended Outcome:</b>	Patterns and trends identified; provision of additional support as appropriate.
<b>Timescale:</b>	December 2012.
<b>Lead Service:</b>	Inter-Board Traveller Education Support Service.
<b>Measuring &amp; Reporting Progress:</b>	Baseline data compiled. Quarterly Progress Report on outreach measures/additional support provided as appropriate. Annual Review.

<b>4.7 Action Measure:</b>	Encourage schools to include Traveller parents in their school outreach work.
<b>Intended Outcome:</b>	Development of guidance notes for parental involvement and identification of parents to work with schools.
<b>Timescale:</b>	2012-13.
<b>Lead Service:</b>	Inter-Board Traveller Education Support Service.
<b>Measuring &amp; Reporting Progress:</b>	Monitoring level of involvement and impact on attendance/participation of Traveller children/young people in school activities.

#### PUPILS FROM MINORITY ETHNIC BACKGROUNDS AND NEWCOMER CHILDREN

<b>4.8 Action Measure:</b>	Monitor and evaluate the use of Diversity Toolkits by pre-school, primary, post-primary and special schools.
<b>Intended Outcome:</b>	Assess the value to schools, parents and pupils of the above Toolkits.
<b>Timescale:</b>	December 2012.
<b>Lead Service:</b>	Inter-Board Inclusion and Diversity Service.
<b>Measuring &amp; Reporting Progress:</b>	Evaluation report compiled.

<b>4.9 Action Measure:</b>	Review the findings of the NICEM research into the experiences of ethnic minority students in post-primary education.
<b>Intended Outcome:</b>	Develop good practice
<b>Timescale:</b>	Ongoing
<b>Lead Service:</b>	Inter-Board Equality Rights and Social Inclusion and Inter-Board Inclusion and Diversity Service
<b>Measuring &amp; Reporting Progress:</b>	Action measures identified as appropriate. Annual Review

## THEME 4: PROMOTING INCLUSION

<b>4.10 Action Measure:</b>	Produce a 'Co-ordination Training Tool' as a result of the findings of the Inclusion and Diversity Unit's survey conducted in schools.
<b>Intended Outcome:</b>	Training Tool developed and rolled out to schools ensuring a quality education provision for newcomer children and young people.
<b>Timescale:</b>	2013.
<b>Lead Service:</b>	Inter-Board Inclusion and Diversity Service.
<b>Measuring &amp; Reporting Progress:</b>	Training Tool developed in partnership with schools. Pilot conducted of its effectiveness.

<b>4.11 Action Measure:</b>	Finalise the development of career guidance to improve communication between pupils, parents, school staff, colleges and employers.
<b>Intended Outcome:</b>	Improved career guidance and support for pupils and parents.
<b>Timescale:</b>	To be determined
<b>Lead Service:</b>	Inter-Board Inclusion and Diversity Service
<b>Measuring &amp; Reporting Progress:</b>	

### GAY, LESBIAN AND BISEXUAL CHILDREN AND YOUNG PEOPLE

<b>4.12 Action Measure:</b>	Monitoring the implementation of the resource pack 'Responding to Alleged Bullying Incidents', which takes a stepped approach to tackling bullying, paying particular attention to homophobic bullying.
<b>Intended Outcome:</b>	
<b>Timescale:</b>	<b>To be determined (Priority issue)</b>
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

### CHILDREN AND YOUNG PEOPLE WITH DISABILITIES

<b>4.13 Action Measure:</b>	Complete the survey on the collection of information on the educational experiences of children and young people with disabilities/SENs in special schools. Consider the findings of the survey of such pupils in mainstream schools.
<b>Intended Outcome:</b>	Children and young people with a disability/SEN given a voice within the system. Increased participation and inclusion of children/young people with disabilities/SENs; services reviewed to better meet their needs.
<b>Timescale:</b>	2012-13.
<b>Lead Service:</b>	Inter-Board Section 75 Equality Representatives and School Principals
<b>Measuring &amp; Reporting Progress:</b>	Assist policy development. Annual Review

## THEME 5: PROMOTING MENTAL HEALTH AND WELLBEING

### BASELINE POSITION

Evidence of mental health and well being issues identified in the Audit among:

- Boys (Section 2, item 7 and Section 3, item 11);
- Gay, Lesbian and Bisexual Children and Young People (Section 2, item 4 and Section 3, item 10);
- Young Carers and Looked after Children (Section 2, item 6); and
- EOTAS Pupils (Section 3, item 11).

### GENERIC ACTION MEASURES

<b>5.1 Action Measure:</b>	Implement on an inter-Board basis the DE's 'Pupils' Emotional Health and Wellbeing Programme'.
<b>Intended Outcome:</b>	Improved pupil outcomes and pupil health and wellbeing through evidence based programmes.
<b>Timescale:</b>	To be determined; final DE proposals due to be published in December 2011.
<b>Lead Service:</b>	Association of Senior Education Officers
<b>Measuring &amp; Reporting Progress:</b>	Monitor, evaluate and review existing programmes. Evidence of contribution to the development of the DE 'Pupils' Emotional Health and Wellbeing Programme'.

  

<b>5.2 Action Measure:</b>	A multi agency approach to support the delivery of mental health and wellbeing programmes in schools. To include targeting the vulnerable groups identified above.
<b>Intended Outcome:</b>	Build capacity in schools to foster pupils' resilience to deal with life challenges.
<b>Timescale:</b>	To be determined in consultation with other agencies.
<b>Lead Service:</b>	Association of Senior Education Officers
<b>Measuring &amp; Reporting Progress:</b>	Evidence of both programmes and capacity building at school level.

## THEME 5: PROMOTING MENTAL HEALTH AND WELLBEING

### GROUND SPECIFIC ACTION MEASURES

#### BOYS

<b>5.3 Action Measure:</b>	Provision of INSET and school based training, advice and support in the promotion of mental health and wellbeing which addresses gender differences.
<b>Intended Outcome:</b>	Improved identification of boys with mental health and wellbeing issues and provision of support.
<b>Timescale:</b>	On-going.
<b>Lead Service:</b>	Association of Senior Education Officers
<b>Measuring &amp; Reporting Progress:</b>	Evidence of support provided to schools. Assessment of its impact.

#### GAY, LESBIAN AND BISEXUAL CHILDREN AND YOUNG PEOPLE

<b>5.4 Action Measure:</b>	Advice and assistance to schools in the delivery of the personal development aspects of the curriculum, through 'Mental Health & Relationships and Sexuality Education' at post-primary level and 'Personal Development and Mutual Understanding' at Primary level.
<b>Intended Outcome:</b>	
<b>Timescale:</b>	<b>To be determined (Priority issue)</b>
<b>Lead Service:</b>	
<b>Measuring &amp; Reporting Progress:</b>	

<b>5.5 Action Measure:</b>	Review how information can be collected on the identification of gay and lesbian young people and their experiences of the education system.
<b>Intended Outcome:</b>	Engagement with a 'hard to reach' marginalised group of young people in the education system.
<b>Timescale:</b>	To be determined in consultation with DE, Coalition on Sexual Orientation (CoSO) and GLYNI.
<b>Lead Service:</b>	Boards' Section 75 Equality Representatives
<b>Measuring &amp; Reporting Progress:</b>	Evidence of engagement and consideration of measures to identify and communicate with gay and lesbian young people.

## THEME 5: PROMOTING MENTAL HEALTH AND WELLBEING

### YOUNG CARERS AND LOOKED AFTER CHILDREN

<b>5.6 Action Measure:</b>	Deliver school based programmes which explore the experiences of young carers along with other wellbeing issues e.g. Hidden Harm 'Rory' Resource and 'Mensona' project.
<b>Intended Outcome:</b>	Increased awareness of the challenges faced by young carers; enable the early identification of young carers to facilitate education support arrangements being put in place.
<b>Timescale:</b>	<b>To be determined</b>
<b>Lead Service:</b>	Boards' Education Welfare Service
<b>Measuring &amp; Reporting Progress:</b>	

<b>5.7 Action Measure:</b>	Address emotional wellbeing in the development of Personal Education Plans for LAC.
<b>Intended Outcome:</b>	Improved educational outcomes for LAC.
<b>Timescale:</b>	<b>To be determined</b>
<b>Lead Service:</b>	Boards' Education Welfare Service.
<b>Measuring &amp; Reporting Progress:</b>	Number of Personal Education Plans in place matched against the number of LAC.

### EOTAS PUPILS

<b>5.8 Action Measure:</b>	Contribute to the Review of Alternative Education Provision to be undertaken by DE.
<b>Intended Outcome:</b>	Improved education provision for EOTAS pupils, primarily young boys with social, emotional and behavioural difficulties.
<b>Timescale:</b>	To be determined in consultation with DE.
<b>Lead Service:</b>	Association of Senior Education Officers
<b>Measuring &amp; Reporting Progress:</b>	Publication of the findings of the Review.

<b>5.9 Action Measure:</b>	Develop, in partnership with DE, an agreed set of standards for the operation and/or expansion of the EOTAS provision.
<b>Intended Outcome:</b>	Improved educational outcomes for EOTAS pupils, primarily young boys with social, emotional and behavioural difficulties
<b>Timescale:</b>	To be determined in consultation with DE.
<b>Lead Service:</b>	Association of Senior Education Officers
<b>Measuring &amp; Reporting Progress:</b>	Publication of agreed standards for EOTAS provision.

# **SECTION 3**

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## **RECRUITING AND MANAGING THE BOARDS'/STAFF COMMISSION'S WORKFORCE**

Theme 6: Promoting Inclusion and Diversity in Employment



## THEME 6: PROMOTING INCLUSION AND DIVERSITY IN EMPLOYMENT

### BASELINE POSITION

Evidence of inequalities identified in the Audit:

- among non-teaching staff;
- that job segregation is a significant feature in relation to both teaching and non-teaching staffs; and
- research and case law indicates homophobic bullying is a major concern for the LGB community.

### GENERIC ACTION MEASURES

<b>6.1 Action Measure:</b>	Explore the scope for a regionalised approach to the promotion of employment equality in the education service.
<b>Intended Outcome:</b>	Ensure employment policies, practices and procedures are consistent across the Boards/Staff Commission and reflect best practice.
<b>Timescale:</b>	To be determined <sup>9</sup> .
<b>Lead Service:</b>	Inter-Board Employment Equality Group.
<b>Measuring &amp; Reporting Progress:</b>	

  

<b>6.2 Action Measure:</b>	Develop, in consultation with the trade unions, an over-arching diversity in employment strategy for: <ul style="list-style-type: none"><li>• teaching; and</li><li>• non-teaching staff;</li></ul> covering, as appropriate, the Section 75 categories.
<b>Intended Outcome:</b>	
<b>Timescale:</b>	To be determined (see footnote below).
<b>Lead Service:</b>	Inter-Board Employment Equality Group.
<b>Measuring &amp; Reporting Progress:</b>	

  

<b>6.3 Action Measure:</b>	Using feedback from the regional school satisfaction survey on teacher training needs, produce an evaluation report by phase; sector; workforce type; and type of training on how the individual teacher training needs of individual schools have been met relative to the training needs audit.
<b>Intended Outcome:</b>	Identify the extent to which professional development and training needs are being met.
<b>Timescale:</b>	March 2012.
<b>Lead Service:</b>	Association of Senior Education Officers.
<b>Measuring &amp; Reporting Progress:</b>	Regional report published under the auspices of the Inter-Board Central Management Support Unit (CMSU).

<sup>9</sup> The Boards/Staff Commission are working with DE on the creation of single regional services which will provide greater uniformity in service delivery, improve efficiency and realise savings. This programme of work will impact on the timescale for the achievement of a number of the action measures identified above.

## THEME 6: PROMOTING INCLUSION AND DIVERSITY IN EMPLOYMENT

<b>6.4 Action Measure:</b>	Review employment policies and practices to reflect the abolition of the default retirement age.
<b>Intended Outcome:</b>	Updated employment policies and practices to reflect anti-discrimination legislation on the grounds of age.
<b>Timescale:</b>	March 2012.
<b>Lead Service:</b>	Inter-Board Human Resources Working Group.
<b>Measuring &amp; Reporting Progress:</b>	Review completed. Quarterly Progress Reports/Annual Review.

  

<b>6.5 Action Measure:</b>	Review the SOC 2010 classifications to identify the impact on Boards' current classifications and ensure a consistency of application across the Boards.
<b>Intended Outcome:</b>	Evidence of inter-Board sharing/review of SOC classifications.
<b>Timescale:</b>	March 2012.
<b>Lead Service:</b>	Inter-Board Employment Equality Working Group.
<b>Measuring &amp; Reporting Progress:</b>	Review completed and findings implemented. Quarterly Progress Reports/Annual Review.

  

<b>6.6 Action Measure:</b>	Develop, in conjunction with ESAIT, a regional Job Evaluation Scheme.
<b>Intended Outcome:</b>	Scheme which reflects best practice developed, in consultation with the recognised Trade Unions, and submitted to DE.
<b>Timescale:</b>	March 2012.
<b>Lead Service:</b>	Inter-Board Central Management Support Unit.
<b>Measuring &amp; Reporting Progress:</b>	Scheme developed. Quarterly Progress Reports/Annual Review.

# APPENDICES

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Appendix 1 - Targets for Improving Educational Outcomes in Literacy and Numeracy  
Appendix 2 - Action Measures Which Have Been Identified as 'New'



**TARGETS FOR IMPROVING EDUCATIONAL OUTCOMES IN LITERACY AND NUMERACY**

No	Indicator	Current Performance <sup>10</sup>	Milestones				Long term target
		2009/10 <sup>11</sup>	2010/11	2011/12		2014/15	2019/20
1.1	<b>Key Stage 2:</b> % of pupils achieving the expected level (Level 4) or above in:						
(a)	Communication (English) - All pupils	83.5%	84.2%	84.8%		86%	90%+
(b)	Communication (English) - Boys	79.5%	80.6%	81.6%		86%	90%+
(c)	Communication (English) - Girls	87.6%	87.8%	88.1%		86%	90%+
(d)	Communication (Irish) - pupils in IME only	89.2%	89.3%	89.4%		86%	90%+
(e)	Using Maths - All pupils	85.0%	85.5%	86.0%		86%	90%+
(f)	Using Maths - Boys	83.8%	84.4%	85.0%		86%	90%+
(g)	Using Maths - Girls	86.2%	86.6%	87.0%		86%	90%+
1.2	<b>Key Stage 3:</b> % of pupils achieving the expected level (Level 5) or above in:						
(a)	Communication (English) - all pupils	83.1%	83.3%	83.5%		83%	85%+
(b)	Communication (English) - Boys	77.0%	77.8%	78.6%		83%	85%+
(c)	Communication (English) - Girls	89.9%	89.9%+	89.9%+		83%+	85%+
(d)	Using Maths - All pupils	79.6%	80.1%	80.7%		82%	85%+
(e)	Using Maths - Boys	77.4%	78.2%	78.9%		82%	85%+
(f)	Using Maths - Girls	82.0%	82.3%	82.6%		82%	85%+

<sup>10</sup> Performance relates to academic years (for example, '2009/10' refers to the performance of children in the year group referred to/assessed/leaving school during the 2009/10 academic year).

<sup>11</sup> Current performance is based on 2009/10 data unless otherwise stated. Current performance for School Leavers Survey is based on 2008/09 data. School Leavers data for 2009/10 will be available in May 2011.

No	Indicator	Current Performance	Milestones				Long term target
		2009/10	2010/11	2011/12		2014/15	2019/20
<b>1.3</b>	<b>% of school leavers</b> achieving 5 or more GCSEs at Grades A*- C (or equivalent) including GCSEs in English and Maths.						
<b>(a)</b>	All pupils	2008/09 58.0%	60.2%	61.3%		66%	70%+
<b>(b)</b>	Boys	2008/09 52.0%	55.3%	56.9%		62%	70%+
<b>(c)</b>	Girls	2008/09 64.3%	65.3%	65.9%		70%+	70%+
<b>1.4</b>	<b>% of school leavers</b> with entitlement to free school meals achieving 5 or more GCSEs at Grades A*-C (or equivalent) inc. GCSEs in English and Maths.	2008/09 31.8%	37.8%	40.9%		49%	65%+
<b>1.5</b>	<b>% of school leavers</b> with no GCSEs at grades A*-C (or equivalent).	2008/09 10.5%	8.6%	7.6%		5.0%	0
<b>1.6</b>	<b>% of Year 14 pupils</b> achieving 3 or more GCE A-Levels at grades A*-C (or equivalent).	69.0%	69.1%	69.2%		67.7%	70%+

**ACTION MEASURES WHICH HAVE BEEN IDENTIFIED AS 'NEW'**

**Section 2: Delivering Education and Library Boards Services**

Theme 1: Supporting Improved Attendance

Action Measures 1.1; 1.2; 1.3; 1.5; 1.6 and 1.7.

Theme 2: Tackling Educational Under-Achievement

Action Measures 2.7; 2.8; 2.9; 2.10; 2.13; 2.14 and 2.17.

Theme 3: Supporting Improved Access

Action Measures 3.2; 3.3; 3.4; 3.5 and 3.7.

Theme 4: Promoting Inclusion

Action Measures 4.1; 4.6; 4.9 and 4.10.

Theme 5: Promoting Mental Health and Wellbeing

Action Measures 5.2; 5.7; 5.8 and 5.9.

**Section 3: Recruiting and Managing the Boards'/Staff Commission's Workforce**

Theme 6: Promoting Inclusion and Diversity in Employment

Action Measures 6.1; 6.2; 6.3; 6.4; 6.5 and 6.6