

**EAST AYRSHIRE COUNCIL**

**CABINET – WEDNESDAY 19 NOVEMBER 2008**

**REVIEW OF THE RACE EQUALITY SCHEME 2005 – 2008**

**AND**

**THE RACE EQUALITY SCHEME 2008 – 2011**

**1. PURPOSE OF REPORT**

- 1.1 The purpose of this report is to advise Cabinet of the review of the Council's Race Equality Scheme 2005 – 2008 and to submit for approval the Race Equality Scheme 2008 – 2011.

**2. BACKGROUND**

- 2.1 Under the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 the Council has a general duty to have due regard to the need to:-

- Eliminate unlawful racial discrimination; and
- Promote equality of opportunity and good relations between persons of different racial groups

- 2.2 In addition to this general duty, the Council has placed upon it by Scottish Ministers through the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002 certain specific duties which seek to contribute to the attainment of the general duty. These specific duties are:-

To produce a Race Equality Scheme and to review it at three yearly intervals;

To set out within the Race Equality Scheme:-

- which of the Council's functions and current and proposed policies are relevant to the general duty to promote race equality;
- the arrangements for monitoring any adverse impact the Council's policies have on promoting race equality;
- the arrangements for publishing the results of assessments, consultations and monitoring;
- the arrangements for making sure that people have access to information and services they provide;
- the arrangements for training staff on issues that are relevant to the general duty.

To monitor by ethnicity the Council's employment functions relating to the number of staff who:-

- Receive training
- Benefit or suffer from performance appraisals
- Are involved in grievances
- Are subject to disciplinary action
- End their service with the Council (for whatever reason)

### **3. REVIEW OF THE RACE EQUALITY SCHEME 2005 – 2008**

#### **3.1 Review of our actions**

The Actions contained in the 2005-2008 Race Equality Scheme have been reviewed as follows:

##### **3.1.2 Ensure Race Equality Scheme is implemented**

- An Equality Strategy Group was established in January 2006 chaired by the Chief Executive to ensure a strategic lead on the equality agenda.
- 90% of Elected Members have received Equality Training covering all six equality strands. An ongoing programme will be developed to ensure that all Elected Members are informed of the changing equality agenda.
- The Race Equality Scheme was disseminated through the Council, made available on the Council websites and through libraries and other community outlets.
- Development of Departmental Equality groups ensures that the all equality schemes are monitored.
- Equality Action Plans were developed in 2007 by all Service Areas within the Council to support the Race, Disability and Gender Scheme.

##### **3.1.3 Identify relevant functions and policies**

- A new Integrated Impact Assessment (IIA) tool has been developed to incorporate six equality strands being Race, Disability, Gender, Religion & Belief, Age and Sexual Orientation and the Council's Community Planning themes.
- As a result, a timetable for the impact assessment of all policies, functions, strategies etc. has been developed.

##### **3.1.4 Assess and consult on likely impact of proposed functions and policies**

- Mechanisms are being developed to ensure that all policies and strategies submitted to Cabinet are impact assessed.

### **3.1.5 Monitor policies and function for adverse effect**

- A programme of IIA training is being developed to inform relevant staff of the new IIA tool.

### **3.1.6 Publish the results of assessment, consultations and monitoring**

- Information is available through the Council's websites, local offices and libraries. Information is also accessible in different formats, including community languages on request. All documents under review will contain accessibility statements.

### **3.1.7 Making sure the public have access to information and services**

- Information is available in local offices, libraries and Council websites. Public documents will include an accessibility statement to inform the public that documentation is available in different formats including community languages on request.

### **3.1.8 Training employees**

- A new programme of training was developed in 2007 to ensure that all Elected Members and the Corporate Management Team received training on the 6 equality strands. A programme for 4<sup>th</sup> Tier Managers is underway and over the next 18 months an online training course will be available to all our employees supported by arrangements to train those employees who do not have access to computers or who may have literacy issues.

### **3.1.9 Monitoring employment activities**

- Monitoring of our employees takes place in accordance with the Commission for Racial Equality's now the Equality and Human Rights Commission guidelines on employment monitoring. This information is collated annually and is published on Council's websites.

## **4. RACE EQUALITY SCHEME 2008 – 2011**

4.1 As indicated in para 2.2 above, the Council has a statutory obligation to review the Race Equality Scheme on a three yearly basis. A draft Race Equality Scheme for 2008 – 2011 is attached.

4.2 The Race Equality Scheme 2008 – 2011 sets out the Council's intentions in fulfilling both the specific and general duties over the next 3 years.

4.3 The Corporate Action Plan contained in the Race Equality Scheme is supported by Departmental Equality Action Plans which have been prepared for each service area.

4.4 In addition, the Scheme has been developed in a similar style to that of both the current Disability and Gender Equality Schemes in order to allow the development of a Single Equality scheme in the near future.

## **5. EQUALITY STRATEGY GROUP**

5.1 The Corporate Management Team at their meeting on 23 November 2005 agreed to establish an Equality Strategy Group to be chaired by the Chief Executive. This group meets bi-monthly and provides strategic direction and monitors action across all equalities and diversity areas including race equality.

## **6. LEGAL/POLICY IMPLICATIONS**

6.1 As referred to above the Council has statutory obligations to meet in terms of promoting equality of opportunity. In addition to these statutory obligations the promotion of race equality contributes to the objectives of the Community Plan in relation to Social Justice and Social Inclusion.

## **7. RECOMMENDATIONS**

7.1 The Cabinet is recommended to:-

- i. note the review of the Race Equality Scheme 2005 – 2008;
- ii. approve the draft Race Equality Scheme 2008 – 2011;
- iii. otherwise note the content of the report

**Elizabeth Morton**  
**Depute Chief Executive/Executive Director of Corporate Support**  
**19 November 2006**

## **BACKGROUND PAPERS**

1. Race Relation (Amendment) Act 2000 – Report to the Council on 8 December 2005.



**RACE EQUALITY SCHEME 2008 | 2011**

# Contents

<b>1. Introduction to the Race Equality Scheme</b>	<b>4</b>
<b>2. East Ayrshire Profile</b>	<b>6</b>
<b>3. Our Guiding Principles</b>	<b>8</b>
<b>4. The Community Plan</b>	<b>10</b>
<b>5. Review of the Race Equality Scheme 2005-2008</b>	<b>12</b>
<b>6. Race Equality in Service Delivery</b>	<b>14</b>
<b>7. Race Equality in Education</b>	<b>17</b>
<b>8. Employment</b>	<b>20</b>
<b>9. Procurement</b>	<b>21</b>
<b>10. Responsibility for the Scheme</b>	<b>22</b>
<b>11. Assessing, Consulting &amp; Involving</b>	<b>23</b>
<b>12. Action Plan</b>	<b>24</b>
<b>13. Integrated Impact Assessment</b>	<b>25</b>
<b>14. Publishing the Results</b>	<b>26</b>
<b>15. Reviewing the Race Equality Scheme</b>	<b>27</b>
<b>16. Comment and Complaints</b>	<b>28</b>

---

Appendix A - Review of Corporate Race Equality Action Plan 2005-2008  
Appendix B - Education Statement on Equality  
Appendix C - Corporate Race Equality Action Plan 2008 – 2011

# **1. Introduction to the Race Equality Scheme**

## **The Race Relations (Amendment) Act 2000**

This Race Equality Scheme has been produced in accordance with the requirements of the Race Relations (Amendment) Act 2000.

The Race Equality Duty (RED) came into force in November 2000 and it required public authorities to promote the equality of people from different backgrounds. Instead of individuals making complaints about racial discrimination, the duty as with Gender and Race places the legal responsibility on public authorities to demonstrate that they treat people fairly. The duty affects policy making, public services, such as education, housing and employment practices.

### **The general duty**

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate racial discrimination that is unlawful under the act and
- Promote equality of opportunity and good relations between persons of different racial groups

### **The specific duty**

In addition to this general duty the Council has placed upon it by Scottish Ministers through the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002 certain specific duties which seek to contribute to the attainment of the general duty. These specific duties are:-

To set out within the Race Equality Scheme:-

Which of the Council's functions and current proposed policies are relevant to the general duty to promote race equality;

The arrangements for monitoring any adverse impact the council's policies have on promoting race equality;

The arrangements for publishing the results of assessments, consultations and monitoring;

The arrangements for making sure that people have access to information and services they provide;

The arrangements for training staff on issues that are relevant to the general duty.

**Benefits of the scheme**

The Race Equality duty like the Disability and Gender schemes aims to make equality central to the way the Council works in order to create:

A better informed decision making and policy development;

A clearer understanding of the needs of service users;

A better quality of services which meet varied needs;

A more effective use of talent in the workforce;

Better results and confidence in public services.

## 2. East Ayrshire Profile



East Ayrshire is situated in West Central Scotland, approximately thirty miles south of Glasgow

The authority covers an area of four hundred and ninety square miles. East Ayrshire has a population of approximately 119,400 \* of which 57,550 are male (48%) and 61,850 female (52%) living in a total of 50,346 households. There are twenty three main communities and settlements in a diverse geographical area, embracing both rural and urban settlement. The main population centres are Kilmarnock, Cumnock, Stewarton, Galston, Hurlford & Crookedholm, Mauchline and Auchinleck.

East Ayrshire has a high quality environment with good quality services, including health, education, social services and a strong community spirit, however, East Ayrshire as a whole has significantly higher levels of poverty than the Scottish average and compared to other authorities in Scotland, as a proportion of the relevant population, for example East Ayrshire has the:

- third highest proportion of unemployed people claiming benefit
- sixth highest proportion of children of families claiming benefit
- fourth highest proportion of lone parents claiming benefit
- the highest proportion of carers claiming carers allowance

• Source: General Register Office for Scotland (2005 Mid Year Estimates of Population) 2006

## Ethnic Grouping

The ethnic make up of East Ayrshire from the last Census in 2001 are:

East Ayrshire			Scotland	
White Scottish	113,286	94.22%	4,459,071	88.09%
Other White British	4,734	3.94%	373,685	7.38%
White Irish	691	0.57%	49,428	0.98%
Other White	714	0.59%	78,150	1.54%
Indian	84	0.07%	15,037	0.30%
Pakistani	172	0.15%	31,793	0.63%
Bangladeshi	5	0.00%	1,981	0.04%
Other South Asian	43	0.04%	6,196	0.12%
Chinese	219	0.18%	16,310	0.32%
Caribbean	17	0.01%	1,778	0.04%
African	21	0.02%	5,118	0.10%
Black Scottish or Other Black	13	0.01%	1,129	0.02%
Any Mixed Background	176	0.15%	12,764	0.25%
Other Ethnic Group	60	0.05%	9,571	0.19%

Note: Total population figures from Census 2001 differ from 2005 Mid Year Estimates  
 Source: General Register Office for Scotland (Census 2001)

### **3. Our Guiding Principles**

East Ayrshire's guiding principles which are detailed in the Community Plan will direct how we identify and prioritise what needs to be done and plan, co-ordinate and deliver action to meet identified priorities. By planning together, working together and achieving together East Ayrshire Council will:

#### **Promote social justice and social inclusion**

The Social Justice principles of equality and social inclusion are about making sure that women, men, people with a disability, or from black and minority ethnic (BME) communities, no matter what their life circumstances, have opportunities and choices.

#### **Build sustainability**

East Ayrshire Council is committed to making sure that the outcomes of social, economic and environmental improvements are sustainable and will stand the test of time. A sustainable community is one which makes sure today's decisions do not have a negative effect on the future and where actions will have a long-lasting effect.

#### **Succeed in joint working and involving people**

East Ayrshire Council acknowledges that the major challenges facing the area cannot be dealt with by public agencies working in isolation within their own limited budgets. We need to work together and involve disabled people, black & minority ethnic communities, voluntary organisations and the private sector more effectively to get the best value from the public money that is invested in the area and to deliver real and lasting change for people from black and ethnic minority communities.

#### **Ensure effective engagement in the planning of local services**

East Ayrshire recognises the importance of effective engagement in the planning and development of local services. By working together, involving and consulting people from black and ethnic minority communities, we will plan and develop services tailored to the needs of the diverse communities living and working in East Ayrshire.

### **Ensure quality and accessibility**

East Ayrshire Council recognises many black and minority ethnic people who use public services need access to more than one agency at a given time. Making sure our services are high quality, accessible, efficient and effective involves joining up our services to meet all of the needs black & minority ethnic communities might have rather than sending people from one agency to another which is how services have traditionally been offered. By listening to people from black & minority ethnic communities receiving services and using what they tell us to influence how we develop services, we will make their needs the focus of policy making to tailor services to the needs of users.

### **Deliver continuous improvement and best value**

East Ayrshire Council will develop a set of standards against which we can measure our performance; people from black & minority ethnic communities will be able to see how we are achieving the targets set out in the action plans which form part of the community plan. We will track our progress by monitoring a range of socio-economic measures, for example, the levels of reported hate crime or the levels of unemployment. By comparing these with our starting position, we will know whether we are making a real difference. We will report regularly to the people of East Ayrshire on how well we are doing and the progress we are making towards meeting our targets.

## **4. The Community Plan**

The Race Equality Scheme takes account of and will contribute to the achievement of the objectives of the Community Plan which sets out the overall vision:

**“East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people’s needs.”**

The six key themes of the Community Plan which have been developed with our partners are:-

### **Promoting community learning**

Community learning offers the chance to develop potential and improve the quality of lives for black and minority ethnic communities. It also offers an opportunity for people to take an active part in local community life and in making decisions which affect their lives.

### **Improving opportunities**

East Ayrshire aims to improve opportunities for black and minority ethnic people by growing existing business and supporting inward investment, making sure that education providers and businesses work together to give the best start to young black and ethnic minority communities.

### **Improving community safety**

East Ayrshire is committed to creating safe places for black and ethnic minority communities in which to live, work and play by reducing crime, improving public safety in neighbourhoods and homes.

### **Improving health**

East Ayrshire Council is committed to improving the health and well-being of disabled people by reducing risk bringing about change to tackle the worst health problems, making sure that services are fully accessible, helping black and ethnic minority communities of all ages live healthy lifestyles.

### **Eliminating poverty**

East Ayrshire Council will work to tackle poverty by working to attract good quality jobs, increasing employment rates for black and ethnic minority communities in relatively disadvantaged in the economy, supporting carers, tackling links between poor housing and ill health etc.

### **Improving the environment**

East Ayrshire Council is committed to protecting, improving and using our natural and built environment in an environmentally friendly way that will benefit black and ethnic minority communities

The Community Plan seeks to ensure that all of East Ayrshire's citizens can contribute to the life of the community free from barriers both structural and organisational.

The Council in seeking to meet the aims of the Community Plan is keen to ensure that the needs and wishes of black and ethnic minority communities are taken account of in all aspects of its service delivery.

The Council and its Community Planning Partners have recently reviewed the Community Plan which is underpinned by measurable Action Plans. This can be viewed on [www.east-ayrshire.gov.uk](http://www.east-ayrshire.gov.uk)

## **5. Review of the Race Equality Scheme 2005 – 2008**

### **Review of our Actions**

The Action Plan contained in the 2005 -2008 Race Equality Scheme have been reviewed and the following outcomes identified.

#### **1. Ensure Race Equality Scheme is implemented**

An Equality Strategy Group was established in January 2006 chaired by the Chief Executive to ensure a strategic lead on the equality agenda.

90% of Elected Members have received Equality Training covering all six equality strands. An ongoing programme will be developed to ensure that all Elected Members are informed of the changing equality agenda.

The Race Equality Scheme was disseminated through the Council, made available on the Council websites and copies available through libraries etc.

Development of Equality Departmental Equality groups ensures that the all equality schemes are monitored.

Equality Action Plans were developed in 2007 by all Service Areas within the Council to support the Race, Disability and Gender Scheme.

#### **2. Identify relevant functions and policies**

A new Integrated Impact Assessment (IIA) tool has been developed to incorporate six equality strands being race, disability, gender, religion & Belief, Age and Sexual Orientation and the Council's Community Planning themes.

As a result a new timetable for the impact assessment of all policies, functions, strategies etc. has been devised.

#### **3. Assess and consult on likely impact of proposed functions & policies**

Mechanisms are being established to ensure that all policies and strategies submitted to Cabinet are impact assessed.

#### **4. Monitor policies and function for adverse effect**

A programme of IIA training has been developed to inform relevant staff of the new IIA tool.

## **5. Publish the results of assessment, consultations and monitoring**

Information is available through the Council's websites, local offices and libraries. Information is also accessible in different formats, including community languages on request. All documents under review will contain an accessibility statement.

## **6. Making sure the public has access to information and services**

Information is available in local offices, libraries and Council web pages. Public documents are being amended to include an accessibility statement to inform the public that documentation is available in a variety of community languages on request.

## **7. Training employees**

A new programme of training was developed in 2007 to ensure that all Elected Members and the Corporate Management Team received training on the 6 equality strands. A programme for 4<sup>th</sup> Tier Managers is underway and over the next 18 months an online training course will be available to all our employees supported by mechanisms to train those employees who do not have access to computers or who may have literacy issues.

## **8. Monitoring employment activities**

Monitoring of our employees takes place in accordance with the CRE employment monitoring guidelines. This information is collated annually and is available on the Council's website.

The Council is presently reviewing the advertisement of council vacancies to ensure all communities are targeted.

## **Summary**

The 2005-2008 Action Plan showing progress in each of the above areas is attached as Appendix A.

## **6. Race Equality in Service Delivery**

### **Kuloc**

KULOC Chinese Community Association was formed in 1995 and there are now more than 200 members.

It aims to provide support and assistance to improve the lives of Chinese people of all ages and backgrounds throughout the area.

The Association organises many social and educational activities and events throughout the year with the KULOC Centre in Kilmarnock opening in August 2002.

In 2008 the centre was extended to take into account the growing community needs in order to provide support.

With this in mind an Action Plan has been developed in partnership with the Council to allow a flow of communication between Kuloc the Council and partner agencies. This Action Plan will be monitored by the Equality & Diversity Officer and Community Learning & Development.

### **Development of mosque**

The Council are presently supporting a local community group in the development of an Educational Islamic Centre. It is anticipated that the Centre will cover not only the wider community within East Ayrshire but also North and South Ayrshire.

Asset Management have been working very closely in identifying a potential site for this development and Community Learning and Development are involved in providing community capacity.

### **Community Learning & Development**

Community Learning & Development support a number of Black & Minority Ethnic groups.

#### **IQRAA**

Iqraa is a group for Pakistani women living in the East Ayrshire area. The group offer support to women who at times may feel isolated. In the main the group provide Urdu and Arabic classes, however they have now requested support for

educational and social activities which have been developed in partnership with the Council.

### Sohni Larkia

This is a group of young Pakistani girls who have identified a need for themselves to meet in a safe and secure environment and to take part in activities that they might otherwise not be able to. To date activities have included yoga, snow boarding, swimming etc.

## **Ayrshire Equality Partnership**

Within Ayrshire the black and minority ethnic community accounts for 0.68% of the general population. This poses certain challenges in taking forward race equality issues and this was addressed by identifying:-

- that an Ayrshire Race Equality Partnership (AREP) should be established to address race equality issues across Ayrshire; and
- that a needs assessment should be carried out to identify service
- needs of black and minority ethnic communities across Ayrshire.

The membership of AREP is East, North and South Ayrshire Councils, the Procurator Fiscal Service, Strathclyde Police and the NHS.

Following discussions in 2007 and in recognition the demand on other equality strands it was agreed that the partnership would take account of all equality strands and was renamed as the Ayrshire Equality Partnership.

In recognition of the growing black & ethnic minority population across the Ayrshire a job fair targeting black & ethnic minorities was organised in June 2008 by Ayrshire Minorities Ethnic Community Association (AMECA) supported by the Ayrshire Equality Partnership and partner organisations.

The event attracted over 50 people all of whom felt the event was a success and would welcome the opportunity to have an annual recruitment fair in the Ayrshire area.

Comments from the evaluation will be used to develop a recruitment fair in the future.

## **Show Racism the Race Card**

In 2006 the national organisation Show Racism the Red Card (SRTRC) approached East Ayrshire Council with a view to delivering their national primary school based programme.

It was agreed to that the SRTRC would undoubtedly be of great benefit in raising awareness of equality issues among primary school pupils but also that this programme should be tailored as far as possible to a local context. The coaching and workshop programmes offered by SRTRC were well publicised and delivered by locally based professional footballers with links to the local clubs and East Ayrshire.

All 46 Primary schools in the authority were offered the opportunity to participate in one 2 hour activity incorporating a 1 hour of football coaching session and 1 hour interactive workshop. The programme targeted all primary 4 pupils; however the programme was not compulsory.

The programme was delivered by Kilmarnock Football Club Community Football Coaches. The coaches involved were initially undertook a training session with SRTRC officials to enable them to deliver interactive anti-racist workshops.

## **7. Race Equality In Education**

The authority has a duty under the Race Relations (Amendment) Act 2000 to ensure that its education services are provided in ways that do not discriminate on racial grounds. Racism can limit the educational achievement of black and ethnic minority pupils. As the Council is committed to raising achievement, it also is also actively committed to promoting racial equality and addressing all forms of racial harassment and discrimination within educational establishments.

To achieve this all educational establishment within East Ayrshire Council have a model Statement on Equality. The Statement sets East Ayrshire's commitment to all equality strands including race, incorporates an individual statement for schools and nurseries, background information and relevant legislation and documents and considerations for the Improvement Planning Cycle to ensure that equalities is embedded into mainstream education. A copy of the statement is attached as Appendix B.

### **Ethnic Minority Project (EMI)**

East Ayrshire Council supports the inclusion of black and ethnic minority pupils and their families within the education system – school and community learning. The project encourages parental involvement in their children's education and school activity and works with existing and new black and ethnic minority groups and families to identify need, support.

A key element of this project is the provision of Bilingual Support Assistants to support black & ethnic minority children and their families this includes:

- supporting pupils in the early stages of acquiring English as an additional language to settle into the school system and to access the curriculum in their first language. They also support interaction with other pupils through group work. They work with pupils in early years, primary and secondary sectors.
- helping black & ethnic minority and migrant families to understand the school system, make informed choices and be involved in their children's education. For example, they attend various meetings e.g. enrolment, progress meetings, option choices, transition meetings etc. to interpret and/or explain unfamiliar procedures and information.
- improving communication between the school English as an Additional Language (EAL) service and home. This could include making a phone

call to parents for the school, chatting to a parent at the end of the nursery session, explaining homework etc.

- helping schools support black & ethnic minority pupils / families through raising awareness of cultural or religious factors.
- showing the value of cultural and linguistic diversity and helping to create a positive ethos. They act as positive role models, often introduce dual language materials and sometimes do talks to staff and pupils on cultural / religious aspects.

The project also:

- work with local ethnic minority community groups, parents groups and families to identify need and support activities and capacity building
- take forward specific initiatives to meet identified need e.g. parent workshops; home reading initiative
- support equalities training in all educational sectors to raise awareness of equality issues, challenge attitudes and highlight ways of dealing with issues and creating more positive attitudes for both staff and pupils
- liaise with Community Learning and Development in aspects of supporting the family, family learning and community group support
- provide translations of common key information and highlight the need for appropriate translation / interpreting to support communication
- provide dual language materials and other resources to support learning, ethos and communication
- provide supported study EAL classes

The project capacity has grown over the years in 2005 the number of pupils directly supported by EMI was 46 with no Eastern Europeans; in October 2007 the project supported 67 pupils with 19 Eastern European pupils, including 116 Polish pupils which equates to a 45% increase in pupils being supported and 28% of those pupils originating from Eastern Europe. Since October 2007 15 new pupils have arrived, 11 of which are Eastern European and number have continued to increase since May 2008.

The projected targets for 2009/09 are:

- continue to develop support strategies in educational establishments for pupils and families, with some focus on supported study e.g. after school EAL / ESOL class
- further develop role of bilingual assistants in nurseries and schools
- Increase sessional work for bilingual assistants to develop home/school links and parental support role
- further develop bank of sessional workers to widen range of support
- consider training requirements for these assistants
- liaise / work with CLAD to support the whole family, family learning and community group support
- provide translations of common key information to support effective communication
- take forward specific initiatives to meet identified need e.g. parents' workshops to support their involvement in early literacy skills; dual language resources & story bags
- support awareness raising linked to equality issues and value of diversity
- respond to needs of incoming groups, including migrant workers e.g. Polish Parents' group
- capacity building with new, incoming groups & utilisation of skills e.g. Polish parents' involvement in starting to lead this group
- continued joint working with existing groups i.e. KULOC as well as development of links with a range of community groups and ethnic minority families within East Ayrshire
- support training and awareness raising of issues linked to inclusion, discrimination and equality within DESS and other departments and services e.g. have introduced Persona Dolls to all Nursery establishments; equality conference for schools; resources to schools linked to equality teaching within the curriculum
- to become aware of corporate developments in translation

- to liaise with the Community Planning and Partnership Unit as requested regarding national developments on race equality in respect of regeneration issues.

## 8. Employment

We are committed to ensuring that our workforce is representative of our community. Currently 0.2 per cent of our employees are from the black & ethnic minority communities.

The Act requires that the council make clear its monitoring arrangements in relation to all aspects of employment and to publish annually the results of any such monitoring. Human Resources recognises that it has a key role to play in meeting the duties contained in the Race Relations (Amendment) Act 2000 particularly in relation to employment practice.

The primary focus of the Human Resources Race Equality Scheme Action Plan for 2008-2011 will be to meet the statutory requirements of the Act in relation to monitoring current employees, applicants for employment and those who:

- apply for formal training
- participate in formal training
- apply for promoted posts
- raise a formal grievance
- are the subject of disciplinary action
- benefit or suffer a detriment as a result of performance assessments
- raise a complaint under the terms of the council's Fair Treatment at Work policy
- leave the employment of the council.

Information on the background of those who apply for employment and those who apply for promoted posts is currently collated and available for analysis. The information will be analysed on an annual basis and publicised on the Council's websites.

The Council will continue to use information obtained through monitoring employment practices to build a workforce that reflects the diversity of our local community and to ensure that employees receive equality of treatment. The council recognises that this will not happen through monitoring alone. Employment procedures and practices will continue to be reviewed and amended, where unlawful, discrimination or adverse impact is shown. This will require flexibility in the action plans and priority areas relating to employment.

## 9. Procurement

Procurement is a function of most public authorities and may be relevant to the General Duty. The General Duty does not override other legislation or regulations on procurement; it may be relevant in three areas:

- Services provided under contract or agreement
- Contractors equal opportunities policies and practices
- Contract opportunities for businesses owned or run by ethnic minority people.

The Council will be responsible for meeting the General Duty and specific duties when:

- Any of the council's functions or services are carried out by a private company or voluntary organisation under a contract or some other arrangement
- The duty to promote racial equality applies to those functions or service.

The council has recently developed procedures to build race equality considerations into the pre-contract evaluation, in contract conditions and post contract monitoring. This will enable the council to check that those providing services on our behalf do so fairly and equitably.

## **10. Responsibility for the Scheme**

The following levels of responsibility for the Race Equality Scheme and its related Action Plan are in place:-

- East Ayrshire Council through Cabinet has responsibility for approving and maintaining the scheme
- The Chief Executive and Executive Directors are responsible for ensuring the Scheme is implemented effectively throughout the Council's Services
- The Governance and Scrutiny Committee will be responsible for ensuring that Services meet their obligations as laid down in the Scheme and its accompanying Action Plan
- The Equalities Strategy Group, which is chaired by the Chief Executive and includes all Executive Directors, will ensure that Elected Members and Chief Officers receive current advice on best practice relating to Race issues

## **11. Assessing, Consulting and Involving**

East Ayrshire Council values the role that consultation plays in formulating and delivering appropriate services and improving public confidence and trust. We are constantly striving to develop and improve services to meet the needs of the people we serve. We provide information, consult about existing and developing services and engage in active partnership with local people. We use a range of methods, including our community planning forums, residents' panels, newsletters, engagement with community groups etc. The Council has also endorsed the National Standards for Community Involvement.

The Council has for many years had formal links with a number of groups representing the black & ethnic minority communities; it was felt that these links needed to be strengthened to meet the requirements of effective engagement and involvement.

The Council therefore developed new structures to engage and involve people from the black & ethnic minority communities at all levels, developing 4 equality networks covering race, gender, disability and older people, which will feed into a bi-annual Equality Forum.

It was also agreed that 4 representatives would also feed into the newly formed community planning forum, to ensure that equality was embedded in the community planning process.

It is envisaged that the Networks will become the main forum for engagement and involvement within the Council, although not exclusive, as we recognise that not all people/organisation will want to contribute in this process and mechanisms will be developed to engage and involve people from the black & minority ethnic communities in other methods such as one to one meetings, through correspondence etc.

## 12. Action Plan

A Corporate Action Plan, which is attached as Appendix C details the steps which the Council will take to ensure that it meets its General Duty.

To support this corporate Action Plan each Department has produced individual Action Plans and identified the priorities of black & ethnic minority communities, men and women and people with disabilities through established consultation arrangements.

The Corporate Action plan details:

- The strategic priorities of the Council including business milestones and major projects to be implemented over the timescales of the Scheme;
- Evidence of where problems and priorities lie;
- Specific outcomes which the Council wishes to achieve to promote Race equality set against a realistic timetable.

## **13. Integrated Impact Assessments**

The Council has implemented a system for carrying out Integrated Impact Assessments. This system allows policies, procedures and proposed changes to be assessed to ensure that the Council's decisions and activities do not disadvantage black & minority ethnic communities. It also allows the Council to identify where it might better promote good relations and eliminate discrimination and where different parts of the Race Equality Duty might be built into these policies and practices.

Lead staff operating in each service area will carry out impact assessments on relevant policies. Each service area will prioritise its functions and policies for review and indicate in which year the review will be completed.

The findings from the assessments will be reported to the relevant Head of Service for information and remedial action by the lead policy officer. The results of integrated impact assessments will be published on the Councils websites.

## **14. Publishing the Results**

East Ayrshire Council is committed to governance undertaken with integrity and in the public's interest. Our decision making processes are open, honest and accountable, involving and extending awareness of our activities.

The Council will use existing methods of disseminating information on assessments, consultation and monitoring. Full reports of individual Integrated Impact Assessments or consultations will be available on request from relevant service areas. Summaries of these results will be available on request from relevant service areas and will be published within three months of the full impact assessment and annually as part of the review of the Race Equality Scheme. Information on integrated impact assessments, consultations and monitoring results and actions will be published widely in a variety of Council publications:

- Headlines Newsletter
- Newsletters
- Annual Reports
- Local Media
- Internet and Intranet

Information will be put into various accessible formats on request, for example:

- Braille
- Audio-tape
- Translations into community languages

All service areas will also update the internet and intranet to keep our customers and employees informed of the outcomes of the integrated impact assessments undertaken.

## **15. Reviewing the Race Equality Scheme**

The Equalities Strategy Group and the Equality & Diversity Officer will be responsible for driving forward the Race Equality Scheme and monitoring progress. Reports from the Equalities Strategy Group will go to Cabinet and will be subject to scrutiny by the Governance and Scrutiny Committee. The Council has established a range of Forums including those with an Equality focus which will also contribute to the monitoring of the scheme.

Employees and members of the public will be kept up to date on progress made in promoting Race equality through newsletters, the Council website, intranet, annual reports and other relevant publications.

## **16. Comments and Complaints**

Comments or complaints relating to Race equality issues in either employment or service delivery will be dealt with under the Council's established arrangements.

Reporting on how complaints have been dealt with will form part of the annual review of the Race Equality Scheme. The Equalities Strategy Group and departmental equality groups will also consider individual complaints where appropriate to identify areas of improvement.

Complaints by employees will be dealt with under the Council's Grievance Procedures.

If anyone has comments on the Race Equality Scheme please contact the Council's Equality and Diversity Officer at:

East Ayrshire Council  
Council Headquarters  
London Road  
Kilmarnock  
KA3 7BU  
Tel: 01563 576244  
E-mail: [alyia.zaheed@east-ayrshire.gov.uk](mailto:alyia.zaheed@east-ayrshire.gov.uk)

## EAST AYRSHIRE COUNCIL

REVIEW OF RACE EQUALITY SCHEME 2005-2008CORPORATE ACTION PLAN TO MEET GENERAL AND SPECIFIC DUTIES

<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>ACTIONS</b>	<b>TIMESCALE</b>	<b>PROGRESS</b>
1	Ensure Race Equality Scheme implemented	<p>Establish Chief Officers Strategy Group</p> <p>Review arrangements for elected member involvement in Race Equality</p> <p>Ensure that Race Equality Scheme is publicised effectively</p> <p>Ensure that there are appropriate departmental structures to monitor Race Equality Scheme</p> <p>Review interface between Race Equality Scheme and other equality duties</p>	<p>January 2006</p> <p>April 2006</p> <p>January 2006</p> <p>April 2006</p> <p>December 2006</p> <p>January 2006</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
2	Identify relevant functions and policies	<p>Review current list of functions and policies contained in Race Equality Scheme (2002-2005)</p>	January 2006	Achieved
3	Assess and consult on likely impact of proposed	Build in this requirement to all policy development	January 2006 for Committee reports and ongoing	Substantial progress made

	functions and policies	and within reports submitted to Committees	thereafter	
4	Monitor policies and functions for adverse impact	Ensure that relevant staff are trained in carrying out Impact Assessments.	April 2006	Substantial progress made
5	Publish the results of assessments, consultation and monitoring	Ensure that relevant publications contain information relating to all aspects of the Race Equality Scheme and actions arising from it.	January 2006	Substantial progress made
6	Making sure the public have access to information and services	Review existing publicity and information arrangements.	April 2006	Achieved
7	Training employees	Review existing arrangements for providing race equality training.	April 2006	Achieved
8	Monitoring employment activities	Review arrangements for monitoring employment information to ensure consistency and comprehensiveness	March 2006	Achieved



**East Ayrshire**  
COUNCIL

Departm

services

**(INSERT ESTABLISHMENT NAME)**

**STATEMENT**

**ON**

**EQUALITY**

**CONTENT**

<b>1.</b>	<b>School/Nursery Statement</b>	<b>Page 3</b>
<b>2.</b>	<b>Appendix 1</b> East Ayrshire Statement of Commitment	<b>Page 8</b>
<b>3.</b>	<b>Appendix 2</b> School/Nursery Mission Statement	<b>Page 11</b>
<b>4.</b>	<b>Appendix 3</b>  Background Information & Relevant Legislation & Documents	<b>Page 12</b>
<b>5.</b>	<b>Appendix 4</b> Considerations for the Improvement Planning Cycle	<b>Page 15</b>

**(INSERT ESTABLISHMENT NAME)**

**STATEMENT  
ON  
EQUALITY**

**1. Introduction**

The vision for the communities of East Ayrshire as set out in the East Ayrshire Community Plan is that: "East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."

In taking this forward the Department of Educational and Social Services is committed to:

- Providing a choice;
- Maximising opportunity for all;
- Developing the potential of the individual;
- Meeting needs through inclusion

The underlying principles adopted by the Council are quality, equality access and partnership.

**(Insert Establishment Name)** welcomes the opportunity under the following Acts of Parliament:

- Race Relations Amendment (Scotland) Act 2000
- Disability Discrimination Act 2005
- Gender Equality Act

to further commit ourselves, through this document, to:

- the promotion of equality of opportunity;
- the promotion of good relations between all children, young people and adults regardless of any matters arising from issues of race, gender, sexual orientation or disability
- to the elimination of unlawful discrimination.

**2. Guiding Principles**

In meeting the legal requirements of the legislation outlined above we have been guided by three essential principles:

- Every child/young person should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stage of their education or within their life.

- Every child/young person should be assisted in the development of their own personal and cultural identity, gaining confidence and openness to change, and to be both receptive and respectful towards all others, regardless of issues of race, gender, sexual orientation or disability
- Every child/young person should be able to develop the necessary knowledge, understanding and skills to participate in Britain's multi-faceted society, and in the wider context of an interdependent world.

These have been incorporated into the Mission Statement of the school/nursery which is contained in Appendix 3.

### 3. Policies

**(Insert Establishment Name)** will ensure that the three principles listed in section 2 above apply to the full range of policies and practices. Some examples of the tasks to be undertaken are listed below:

- to continually monitor every child/young persons' progress, attainment and assessment  
*(by measuring progress where appropriate against any issues of race, gender, sexual orientation and disability and ensuring that the resultant analysis is used for continued development.)*
- to improve behaviour and discipline and reduce all exclusions  
*(by ensuring that parents will be involved/informed where children/young people demonstrate discrimination or harassment against other children, young people or adults on the grounds of race, gender, sexual orientation or disability).*
- to facilitate admissions and attendance procedures  
*(by use, where required, of a range of strategies to support the needs of children, young people or adults regardless of race, gender, sexual orientation or disability)*
- to develop every child/young person's personal development and pastoral care  
*(by ensuring that every child/young person receives advice/guidance which challenges stereotypes.)*
- to continually review the content of the curriculum as it is planned and taught  
*(by challenging damaging stereotypes and proactively celebrating diversity in all its manifestations and by ensuring that the curriculum is best suited to an individual child's needs).*
- to further develop teaching and learning  
*(by creating an environment where all children/young people feel safe and can contribute fully to the life of the school through being valued and respected.)*
- to continually monitor staff recruitment and professional development and review  
*(by offering training on issues of race, gender, sexual orientation or disability to all staff at regular intervals and following the Authority guidelines on staff recruitment.)*

- to involve all partners, for example, parents and community groups  
*(by encouraging positive role models from such partnerships to share their expertise.)*

#### 4. Addressing Equality Discrimination

**(Insert Establishment Name)** is opposed to all forms of discrimination, bullying and any anti-social behaviours directed against any child, young person or adult on the grounds of race, gender, sexual orientation or disability.

#### 5. Responsibilities

*Under the requirements of the relevant legislation the Council has a general duty to have due regard for the need to:-*

*eliminate unlawful discrimination on the grounds of race, gender, sexual orientation or disability; and to promote equality of opportunity and good relations between all persons regardless of race, gender, sexual orientation or disability.*

In addition to this general duty the Council has placed upon it through the requirements of the appropriate legislation, certain specific duties which seek to contribute to the attainment of the general duties. These specific duties are:

*To produce a Race Equality Scheme; Disability Equality Scheme and; Gender Equality Scheme and to review these schemes at three yearly intervals. In relation to Disability, stakeholders with a disability should be involved in this process.*

*The Council currently has three separate Equalities Schemes relating to race, disability and gender.*

The Department of Educational and Social Services has the responsibility for ensuring that **(Insert Establishment Name)** complies with all legislation, and that this document and its related procedures and strategies are implemented fairly and equitably.

The Department of Educational and Social Services in carrying out its responsibility presents to Cabinet on an annual basis a review of its Equalities Action Plan(s).

**(Insert Establishment Name)** has produced one Equalities Scheme, and identified how the scheme will address issues of race, gender and disability under separate schedules, where appropriate.

The Head of Establishment **(Insert Establishment Name)** will be responsible for implementing this document, for ensuring that **all** staff are aware of their responsibilities and are given such training and support as are necessary and for taking appropriate action in all cases of unlawful discrimination against

anyone on the grounds of race, gender, sexual orientation or disability within their establishment. (See Section 9)

All staff are expected to deal with any discrimination incidents as they occur, to know how to identify and challenge bias and stereotyping that acts against anyone on the grounds of race, gender, sexual orientation or disability; to support children/young people and adults regardless of race, gender, sexual orientation or disability and to incorporate principles of equality and diversity into all aspects of their work.

Schools should examine their policies and practices against the three equalities duties to see what impact these are having. These should be available to the public.

## **6. Information and Resources**

The Head of Establishment will ensure that the content of this document is known to all staff and to the Parents Council and also, where appropriate, to all children/young people and parents. One means of doing this is through the Parents and Staff Handbook.

All staff will have access to a selection of resources which discuss and explain concepts of equality in appropriate detail.

## **7. Improvement Planning Cycle**

As part of the annual planning and reporting cycle within (**Insert Establishment Name**), strategies will be continually reviewed to ensure consistent implementation, monitoring and reporting on the impact of this document in line with advice pertaining to improvement planning to meet the requirements of the relevant legislation pertaining to issues of equality.

## **9. Breaches of the Document**

Where children/young people exhibit behaviour which would be seen to breach the spirit of this document then they will be dealt with through procedures similar to those used in other school policies and as determined by the Head of Establishment and/or the Authority. All incidents must be recorded in line with the document 'Tackling Incidents of Equality Discrimination within the Education Service'. Perpetrators will be helped to understand why their behaviour is unacceptable and full support will be offered to the victim(s) of any incident.

Where a member of staff breaches the spirit of this document then the appropriate personnel disciplinary procedures will be implemented.

## **10. Monitoring, Evaluation and Reporting**

(**Insert Establishment Name**) will review all quantitative and qualitative data relating to the implementation of this policy on an annual basis.

The Authority will gather annually, across all establishments, all such information and as a result of analysis and study, may make amendments as appropriate.

Each educational establishment will require to submit an annual report to the Local Authority regarding the work undertaken to meet their legislative Requirements. In addition, a report will be presented on an annual basis to the establishment's Parent Council. In nursery establishments this will be a report available to all parents/carers.

The annual report should be made available as widely as possible, through establishment websites.

Student Councils should also receive a copy.

## STATEMENT OF COMMITMENT

*"East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."*

The Department's Statement of Commitment provides a broad picture of the nature of the education service in East Ayrshire within which the Local Improvement Objectives will be delivered.

### **Our Commitment is:**

**"Developing excellence in education and improving opportunities for all through Quality, Equality, Access and Partnership".**

### ***Quality***

- Creating a climate of achievement
- Identifying good practice
- Disseminating good practice
- Establishing means to monitor and evaluate the work of the Department

### **Equality**

- Equality of opportunity for all, irrespective of gender, race or disability
- Valuing diversity in individuals and communities
- Ensuring a fair distribution of resources
- Counteracting discrimination and victimisation

### **Access**

- Open for all
- Assisting those in greatest need to benefit from the service
- Determining views locally
- Promoting lifelong learning

### **Partnership**

- Forming strong and constructive partnerships
- Working with parents, parent councils and community groups
- Working with local businesses, industry, higher education and Scottish Enterprise Ayrshire

**APPENDIX 2**

**EAST AYRSHIRE COUNCIL'S RESPONSIBILITIES**

*The Council will meet the general duty by:-*

- *assessing each of the Council's functions for its relevance to the general duty*
- *carrying out impact assessment on all new policies and formalising those assessments into the committee processes*
- *developing and implementing corporate and departmental actions plans*
- *monitoring all employment activities and taking positive action as necessary*
- *working in partnership with appropriate partner organisations to promote equality in the fields of race, gender, sexual orientation and disability*
- *monitoring statistical and other information through Council committees, forums and other bodies including those set up specifically with other community planning partners*
- *supporting appropriate community groups*
- *contributing to relevant campaigns and activities which challenge discrimination and promote good relations in respect of equality issues*
- *publicising the equality scheme through the Council's website and through publications such as Headlines, the Council's community newspaper and Eastwords, its internal staff magazine*

**MEETING THE SPECIFIC DUTY**

*The Council will meet the specific duty by:-*

- *compiling and publishing it's equality scheme and keeping it under review both internally and where appropriate in conjunction with it's partners*
- *monitoring by issues of race, gender, sexual orientation and disability the Council's employment functions relating to the number of staff who:-*
  - *receive training*
  - *have performance appraisals and their outcome*
  - *are involved in grievances*
  - *are subject to disciplinary action*
  - *end their service with the Council*
- *reviewing on a regular basis all employment policies and procedures to ensure that they do not have an adverse impact on any particular group*
- *including within the performance management framework for chief officer's the various requirements of the equality scheme.*

**APPENDIX 3**

**(INSERT ESTABLISHMENT NAME)**

**MISSION STATEMENT**

## **CONSIDERATIONS FOR THE IMPROVEMENT PLANNING CYCLE**

Note: Not all the items in this list are equally relevant for all establishments. Even if they were all relevant, establishments would still of course have to prioritise amongst them.

### ***The Improvement Plan***

- Ensure that there are references to all aspects of equality in the improvement plan.

### **Continuous Professional Development and In-service Training**

- Ensure that there are references to all aspects of equality in the programmes and plans for induction and staff training, both of teaching staff and support staff.
- Consider the methods and content of staff training on all aspects of equality and how such training is appropriately evaluated.

### **Statement about the establishments composition and context**

- Draw up a statement about the composition of the establishment by race, gender, sexual orientation and disability.
- Refer to the climate of opinion in the establishment and in the neighbourhood on issues relating to equality and to the establishments priorities over the next 12 months and in the future.

### **Auditing and Review**

- Assess the impact of current policies through consultation, evaluation and auditing tools.
- Ensure that the results of auditing are reported to the Parent Council and made available, as appropriate, to other interested parties.

## **Monitoring**

- Use data on attainment, broken down where appropriate by race, gender, sexual orientation and disability, in order to review the establishment's progress over time and in comparison with other establishments, and to identify areas for improvement and development.
- Review and monitor the employment profile and recruitment and selection.
- Fulfil the duties which establishments have in order to take reasonable steps to make available annually the results of assessments and monitoring.
- Monitor and review key data on an annual basis eg complaints, incidents, attendance etc.

## **Review of other policies**

- Review in turn, and as appropriate improve, all areas of establishment life, using questions such as the following.

### **Attainment, progress and assessment**

How do we ensure that we have and communicate high expectations of all children/young people?

How do we recognise and value a wide range of achievement?

Are our procedures for monitoring attainment by aspects of race, gender, sexual orientation and disability satisfactory, and how do we use the results of such monitoring?

What action have we taken and are we taking to reduce and remove disparities between children/young people where race, gender, sexual orientation or disability issues may be pertinent?

### **Curriculum Content**

In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race, gender, sexual orientation and disability?

In which areas of the curriculum do children/young people explore concepts and issues relating to by race, gender, sexual orientation and disability.

In which areas of the curriculum are children/young people challenged to consider issues of prejudice with regard to race, gender, sexual orientation and disability?

In which areas of the curriculum do children/young people study global issues and the interdependence of the modern world, including the inclusion of all regardless of issues of race, gender, sexual orientation and disability in all aspects of life?

How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for children/young people of all backgrounds?

How do we ensure that learning about equality includes personal encounter with individuals regardless of their race, gender, sexual orientation or disability?

How do extra-curricular activities and events cater for the interests and capabilities of all children/young people, and take account of parental concerns related to equality?

### **Personal Development and Pastoral Care**

How do we ensure that pastoral support takes account of equality issues and the needs of all children, young people or adults within the school setting?

How are all children/young people encouraged to consider a wide range of career and post 16 options?

Are work experience opportunities monitored by race, gender, sexual orientation and disability to ensure that there is no stereotyping in placements?

How do we support victims of discrimination, bullying or harassment when perpetrated against children, young people or adults on the grounds of issues of race, gender, sexual orientation or disability, both within the school setting and in the community?

### **Teaching and Learning**

How do we create an environment where all children/young people feel safe and feel that they can contribute fully, and where all feel respected and valued?

How does teaching take account of all children/young peoples' backgrounds and any learning needs that may arise as a consequence of that background?

How are all children, young people and adults valued in their own terms?

How are all children/young people helped to make connections between the curriculum and their own lives and experiences, and the lives, stories and experiences of their parents and communities?

Are all staff assisted to support children/young people in their class(es) who experience barriers to learning as a result of issues of race, gender, sexual orientation or disability, both within the school setting and elsewhere?

### **Partnerships with Young People, Parents and Communities**

How are young people consulted in the school and what evidence is there of the impact of consultation?

What action do we take to encourage the involvement and participation of all parents in the school?

How do we ensure that information and material for parents is accessible?

How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities, regardless of issues of race, gender, sexual orientation or disability?

### **Equality and School Ethos**

How do we publicly promote good personal and community relations?

Are our procedures satisfactory for recording, investigating and reporting incidents of discrimination, bullying or harassment on the grounds of race, gender, sexual orientation or disability and for supporting victims and dealing with perpetrators?

What training, guidance and support do we provide for staff to ensure that all can deal firmly, consistently and effectively with such incidents?

How do we ensure that children/young people, parents and staff are aware of the procedures for dealing with such incidents?

How do we work with the local authority and other partners to tackle discrimination, bullying and harassment with respect to issues of race, gender, sexual orientation or disability within the school and the local area?

### **Staff Recruitment and Professional Development**

How are posts, including those for administrative and support staff, advertised? (For the Authority)

Are all posts open to the widest possible pool of applicants? (For the Authority).

How do we ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious discrimination on the grounds of race, gender, sexual orientation or disability?

How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?

Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender, sexual orientation and disability with regard to seniority or grade?

### **Behaviour, Discipline and Exclusions**

How do we ensure that our procedures for managing behaviour are fair and equitable to children/young people of all backgrounds?

Do all staff operate consistent systems of rewards and sanctions?

How are exclusions of all kinds monitored to establish patterns and trends?

Do strategies for integrating long-term truants and excluded children/young people address the needs of children/young people regardless of race, gender, sexual orientation or disability?

### **Admissions and Attendance**

Are the admissions policy and criteria equally open to children/young people from all communities?

How is the admissions process monitored to ensure that it is administered consistently and fairly to children/young people from all backgrounds and communities?

Do we monitor children/young people's attendance where issues of race, gender, sexual orientation or disability may be a significant factor?

## APPENDIX 5

### BACKGROUND INFORMATION AND RELEVANT LEGISLATION AND DOCUMENTS

- *Race Relations Act 1976 (as amended)*
- *Disability Discrimination Act 1995 (as amended)*
- *Standard Circular 30 – Appointment and Role of School Chaplains in Non-Denomination Schools – Issued April 1999*
- *Standard Circular 49 - Employment of People with Disabilities – Issued June 1999*
- *Standard Circular 67 Equal Opportunities in Employment – Issued July 1999*
- *The Standards in Scotland's Schools etc. Act 2000*
- *Disability Discrimination Act (1995) Post 16's Accessibility Strategy for Community Learning and Development – Issued November 2003*
- *The Education (Additional Support for Learning)(Scotland) Act 2004*
- *Accessibility Strategy 2004-2007*
- *The Disability Discrimination (Public Authorities)(Statutory Duties)(Scotland) Regulation 2005*
- *Reducing Barriers, Raising Attainment: An overarching Policy on Inclusion 2005*
- *Guidance to Education Authorities and Schools in the Equality Act 2006 – Issued to schools by Kay Gilmour on 5.9.07*
- *Monitoring of Incident*

## EAST AYRSHIRE COUNCIL

RACE EQUALITY SCHEME 2005-2008CORPORATE ACTION PLAN TO MEET GENERAL AND SPECIFIC DUTIES

<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>ACTIONS</b>	<b>TIMESCALE</b>	<b>LEAD OFFICER/SERVICE</b>
1	Ensure Race Equality Scheme implemented	Ensure that Race Equality Scheme is publicised effectively  Ensure continued support to and development of Departmental Equality Groups	January 2009  April 2009	Equality Strategy Group and Head of Democratic Services.  Equality Strategy Group and Equality and Diversity Officer
2	Identify relevant functions and policies	Review interface between Race Equality Scheme and other equality duties	November 2009	Equality Strategy Group and Equality and Diversity Officer
3	Assess and consult on likely impact of proposed functions	Review current list of functions and policies contained in Race Equality Scheme  Build in this requirement to all policy development and within reports	April 2009  April 2009	All Executive Directors  All Executive Directors

Appendix C

4	and policies Monitor policies and functions for adverse impact	submitted to Committees Ensure that Integrated Impact Assessment training is rolled out across the Council	January 2009 – December 2009	All Executive Directors and Head of Human Resources
5	Publish the results of assessments, consultation and monitoring	Ensure that relevant publications contain information relating to all aspects of the Race Equality Scheme and actions arising from it.	January 2009 – November 2011	Equality Strategy Group and Equality and Diversity Officer
6	Making sure the public have access to information and services	Review existing publicity and information arrangements.	June 2009	All Executive Directors and Head of Democratic Services
7	Training employees	Delivery of E-Learning Training on all Equality strands.	November 2008 – May 2010	Head of Human Resources and all Executive Directors
8	Monitoring employment activities	Review arrangements for monitoring employment information to ensure consistency and comprehensiveness and to align to Census information	November 2008 and thereafter annually	Head of Human Resources and all Executive Directors