

EAST AYRSHIRE COUNCIL
EDUCATION COMMITTEE – 8 NOVEMBER 2005
RACE EQUALITY ACTION PLAN

Report by Executive Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to inform members of the Education Committee of progress in implementing the Race Equality Action Plan.

2. BACKGROUND

- 2.1 At Education Committee of 14 September 2004 a report was presented which set out progress against the Race Equality Action Plan for 2004/2005.
- 2.2 At Policy and Resources Committee of 20 September 2005 a report was presented which set out information regarding the outcomes of the survey *“Assessing the Needs of Black and Minority Residents of Ayrshire”*. This highlighted some of the challenges facing public bodies in Ayrshire. The report is currently being considered by officers across Council services.

3. PROGRESS

- 3.1 Appendix 1 sets out progress in relation to the action plan for 2005-06. All key aspects of the action plan are well developed.

In East Ayrshire 0.6% of the population is from black or ethnic minority origin. In terms of children attending school 1.3% are from black or ethnic minority origin, where ethnic origin was stated. The Action Plan sets out appropriate key performance data by ethnic origin.

The Council’s Race Equality Scheme is currently under review. Any further revision to action planning as a result of this review will be adopted.

4. FINANCIAL IMPLICATIONS

- 4.1 The priority set within the Action Plan are met within existing resources.

5. LEGAL AND POLICY IMPLICATIONS

- 5.1 Recommendations set out in the Committee report comply with requirements laid down by the Race Relations (Amendment) Act 2000 and associated statutory

and non statutory codes of practice. It is also in line with the Council's Race Equality Scheme.

6. COMMUNITY PLANNING IMPLICATIONS

- 6.1** The Race Relations Action Plan is consistent with and supports the promotion of social justice and social inclusion, one of the five guiding principles inherent in East Ayrshire's Community Plan.

7. RECOMMENDATIONS

- 7.1** It is recommended that Members of the Education Committee:

- (i) approve the progress made in relation to Race Equality Action Plans;
- (ii) ask the Executive Director of Educational and Social Services to further report progress on an annual basis; and
- (iii) otherwise note the contents of this report.

John Mulgrew
Executive Director of Educational and Social Services

KG/SR
18/10/05

LIST OF BACKGROUND PAPERS

1. Race Relations (Amendment) Act 2000.
2. Duty to Promote Race Equality in Scotland; Statutory Code of Practice and Non Statutory Guidance for Public Authorities – Commission for race Equality in Scotland, January 2003.
3. Education Committee Report: Race Equality Action Plans – 14 September 2004.
4. Policy and Resources Committee 20 September 2005: Ayrshire Race Equality Partnership.

Members wishing further information should contact Kay Gilmour, Head of Community Support, Tel: (01563) 576014.

IMPLEMENTATION OFFICER: KAY GILMOUR

EAST AYRSHIRE COUNCIL
DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES
RACE EQUALITY SCHEME - ACTION PLAN

SECTION: GENERAL

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Mechanisms are in place for ensuring complaints of racial harassment and discrimination are recognised and responded to effectively	<ul style="list-style-type: none"> Ensuring that the Council's complaints procedures are implemented 	Heads of Service	Ongoing	Council's 'Complaints' Procedures Leaflet has been translated into Chinese, Urdu and Punjabi.
	<ul style="list-style-type: none"> Monitoring complaints and giving the highest priority to complaints of racial harassment and discrimination 	Heads of Service	Ongoing	
Ensure minority ethnic groups are involved in strategic planning/consultation activity	<ul style="list-style-type: none"> Consultation with minority ethnic groups with which the service has close contact, particularly in relation to new policy initiatives 	Principal Officers	Ongoing	<ul style="list-style-type: none"> Chinese community have been involved in the development of English as a Second Language (ESOL) as part of the Adult Literacy and Numeracy Action Plan
	<ul style="list-style-type: none"> Participate in Ayrshire's Race Equality Partnership 	Head of Service; Community Support	Ongoing	<ul style="list-style-type: none"> Interpreting & liaison support from Bilingual Support Service to help facilitate the Ayrshire needs assessment survey. Needs assessment complete. Launch of report took place on 29 September 2005. Departments will now consider service implications.

Ensure employee development needs are met in relation to race equality	<ul style="list-style-type: none"> Reviewing and extending racial awareness training opportunities for all staff 	Principal Officers	Ongoing	<ul style="list-style-type: none"> Race Awareness training is included as part of the youth work training course Race awareness training for all staff still progressing Persona Dolls resources provided for partner nurseries Training offered in Persona Dolls on an ongoing basis "The Anatomy of Prejudice" seminar by Jane Elliot has been organised through the department for Community Planning Partners
	<ul style="list-style-type: none"> Ensuring that induction procedures incorporate race awareness 	Principal Officers	Ongoing	<ul style="list-style-type: none"> English as an additional language training continued by Bilingual Support Service for Community Learning and Development Essential Skills staff and volunteers An Essential Skills Support Worker was supported to undertake the Certificate in Teaching English to Speakers of other Languages Award (CELTA) which she successfully completed this year.

SECTION: COMMUNITY LEARNING & DEVELOPMENT

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Analyse patterns in provision of services to people of minority ethnic origin	<ul style="list-style-type: none"> Regular review of procedures and functions such as enrolment procedures for community based short courses and participation rates in provision of guidance for adult learners 	Assistant Principal Officer	September 2004	<ul style="list-style-type: none"> Forms have been reviewed and amended for Essential Skills Project. Community based learning forms and guidance forms in process of being amended. Process should be complete for the start of the new session. The introduction of the new registration form has been delayed. Support to ethnic minority groups and learners will be included in the statistical database which is being developed.
	<ul style="list-style-type: none"> Ongoing review of the content of curriculum as it is planned and delivered 	Assistant Principal Officer	Ongoing	<ul style="list-style-type: none"> Curriculum content and service delivery reviewed with learners through individual learning plans evaluations and learners forums.
	<ul style="list-style-type: none"> Monitoring programmes of premises and facilities to ensure that they are fully accessed by all sectors of the community e.g. adjust the programmes of facilities such as Shortlees Learning Centre to accommodate learners from ethnic minorities at times that suit their work patters 	Team Leader (Partnerships)	Annual analysis	<ul style="list-style-type: none"> Annual analysis of ESOL completed as part of Adult Literacy and Numeracy Action Plan
	<ul style="list-style-type: none"> Monitoring support given to ethnic minority groups by the service 	Team Leaders	Annual analysis	<ul style="list-style-type: none"> Support recorded in Team Leaders meeting reports. Service provides support to 5 minority ethnic groups. Close partnership work exists with the Bilingual Support Team.

	<ul style="list-style-type: none"> Monitoring participation rates of adult members of the community for whom English is a second language who utilise the service's Essential Skills classes and one to one support 	Team Leader (Literacies)	Annual analysis through Adult Literacy and Numeracy Action Plans	<ul style="list-style-type: none"> Annual analysis completed. A total of 88 learners received support through English as a second language classes
Identify public information needs	<ul style="list-style-type: none"> Seek feedback from service users that would facilitate improved practice 	Team Leaders	Ongoing	<ul style="list-style-type: none"> Evaluations/individual learning plans carried out with learners to improve practice and service delivery. Service involved in supporting the Ayrshire Ethnic Minority Needs Assessment Group.
	<ul style="list-style-type: none"> Make material more widely available to minority ethnic individuals e.g. Community Learning Plans 	Team Leaders	Ongoing	<ul style="list-style-type: none"> Duke of Edinburgh Award Materials available in minority languages. The Service works closely with The Bilingual Support Team and the National Interpreting Service to ensure materials available in other languages if requested. Frontline staff utilise Language Line if required.
Raise awareness of race and cultural diversity	<ul style="list-style-type: none"> Raise awareness about race and cultural diversity e.g. through peer education groups, through the Dialogue Youth Initiative, through debate in youth group settings and Forums with MSYP's and through contributing to national initiatives such as 'Equal Futures' 	Assistant Principal Officer	Ongoing	<ul style="list-style-type: none"> Race Awareness to be included in annual youth conference and in youth worker training. (ongoing) Asian Women's Group held cultural awareness day. Young people as well as adult groups attended the event

SECTION: EARLY YEARS SERVICE

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Identify public information needs	<ul style="list-style-type: none"> Deferred entry to primary school - to be translated into 3 main community languages 	Principal Officer	June 2006	In progress
Programme of training and development for service providers	<ul style="list-style-type: none"> Childminders and Daycarers awareness raising (cross reference Quality Improvement Team for nursery establishments) 	Principal Officer	Ongoing	Ongoing as part of routine support, a new audit will be completed in January 2006

SECTION: PSYCHOLOGICAL SERVICES

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Monitor frequency of SEN in minority racial groups	<ul style="list-style-type: none"> Monitor referrals and incidence of SEN in schools with relation to racial minority groups 	Psychologist linked to Learning Partnership	June 2004 and on-going	<ul style="list-style-type: none"> As of June 2005, there are no instances of Ethnic Minority referrals
Develop a policy on assessment and intervention with racial and EFL youngsters and families	<ul style="list-style-type: none"> Monitor practice elsewhere in Scottish Services and integrate into Service Strategic Policies 	Principal Psychologist and nominated specialist psychologist	June 2004	<ul style="list-style-type: none"> Scottish perspective is being addressed through the Association of Scottish Principal Educational Psychologists (ASPEP). ASPEP will be preparing a summary paper on this issue by end of year
Monitor pupil performance by ethnicity, where there are significant SEN issues	<ul style="list-style-type: none"> Trawl information from special and mainstream schools 	Psychologist linked to Learning Partnerships	June 2004 and on-going	<ul style="list-style-type: none"> Baseline information established as at June 2004. As of June 2005 no referrals and so no monitoring of progress necessary

SECTION: QUALITY IMPROVEMENT TEAM

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Monitor implementation of Race Relations (Amendment) Act in educational establishments	<ul style="list-style-type: none"> • Performance monitoring visits to focus on arrangements to meet duties of the Act <ul style="list-style-type: none"> ➤ establishment policy ➤ Inclusion in Improvement Plan ➤ Provision for staff development and CPD ➤ Reporting to Head of Service 	Quality Improvement Officers linked to each Learning Partnership	June 2005	<p>Programmes of performance monitoring and other establishment visits throughout session 2004-05 gathered a range of information relate to RRAA</p> <ul style="list-style-type: none"> • Priority to Improvement 2005 makes specific reference to implementing the requirements of RRAA in all educational establishments • All establishments have Race Relations policies and practices in operation • Staff development and CPD continues to provide knowledge and understanding of the requirements of the legislation within the context of equality and fairness and multiculturalism in Learning Partnerships • 'Education for Race Equality – A Toolkit for Scottish Teachers' was distributed to all establishments and its use monitored • HGIOS at Promoting Race Equality distributed to education establishments to assist in the process of self-evaluation • HMIE inspection reports are scrutinised for references to RRAA and action taken, as appropriate • Copies of Performance Monitoring Visit reports are forwarded to the Directorate
Monitoring and reporting racist incidents		Quality Improvement Team and Research and Statistic Unit	Systematic and ongoing	<ul style="list-style-type: none"> • Revised TRIWES document now fully operational • Responsibility for recording and reporting transferred

				from Head of Service : Community Support to QIT/R&S
Monitor pupil performance and other key data by ethnicity	<ul style="list-style-type: none"> Liaise with ScotXed and SEEMIS to provide pupil data of exam performance linked to ethnic background and report as required. Monitor other key performance data, 	Quality Improvement Team and Research and Statistics Unit	Annually	<ul style="list-style-type: none"> Monthly reporting of incidents logged 0.7% of exclusions were from young people where ethnicity was known in 2004/05 0.15% of exclusions were from racially motivated incidents in 2004/05 Zero % violent incidents recorded where ethnicity known. Exam performance in line with % of pupils from a black or minority ethnic origin.

SECTION: PERSONNEL - EDUCATION SECTION

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Analyse recruitment patterns to ensure compliance with the Act	<ul style="list-style-type: none"> Review all aspects of recruitment and selection procedures to ensure that they comply with the general duty 	Personnel Manager (Schools)	To be completed	Working Party revising Standard Circular 16 for teachers ongoing
	<ul style="list-style-type: none"> Introduce new ethnic monitoring form for new teaching recruits (already introduced for other staff) 	Personnel Manager (Schools)	31 August 2003	Achieved.
	<ul style="list-style-type: none"> Roll out new ethnic monitoring form to existing employees and input results 	Personnel Manager (Schools)	31 December 2003	Achieved.