

EAST AYRSHIRE COUNCIL
EDUCATION COMMITTEE – 14 SEPTEMBER 2004
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 1 April 2003, the list of functions were agreed as the priorities for the development of an educational services Race Equality Action Plan under the requirements set out in the Council's Race Relations Scheme.
- 2.2 Subsequently, approval was given on 16 September 2003 for the educational services Race Equality Action Plan.

3. PROGRESS

- 3.1 Good progress has been made in achieving the priorities set out in the Action Plan, which has, in the main, focused on establishing baseline data. Appendix 1 sets out progress against each of the priorities. The priority in 2004/05 will be to monitor the information ingathered from the systems established and, where appropriate, improve services.

4. FINANCIAL IMPLICATIONS

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

5. LEGAL AND POLICY IMPLICATIONS

- 5.1 The recommendations set out in this Committee report comply with the 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. RECOMMENDATIONS

6.1 It is recommended that Members:

- (i) endorse the progress made in relation to the Race Equality Action Plan;
- (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 (Educational and Social Services)

KG/EO'N
27/07/04

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 Racial Equality in Scotland January 2003
3. Education Committee 1 April 2003
4. Education Committee 16 September 2003

Members wishing further information should contact Kay Gilmour, Head of Community Support (01563) 576104.

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"> Pupils survey about their school experience completed. Involvement in Ayrshire wide needs assessment through Head of Community Support.
	<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"> Sessional staff employed on behalf of the Partnership by North Ayrshire Council and funded by Commission for Racial Equality (CRE). Funding has also been secured from CRE to support community capacity building.
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	March 2004 All pre-5 establishments	<ul style="list-style-type: none"> Persona Dolls training day and provision of resources for all Pre-5 establishments. In service training undertaken for all Heads of Establishment.

	<ul style="list-style-type: none"> Ensuring that induction procedures incorporate race awareness 	Principal Officers	February 2004	<ul style="list-style-type: none"> English as a second language training delivered to Community Learning & Development Essential Skills staff and volunteers. Achieved for Community Learning and Development staff.
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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. 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	Annual analysis - June 2004	<ul style="list-style-type: none"> Curriculum content and service delivery reviewed with learners through individual learning plans and evaluations.
	<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 (Resources)	Annual analysis - June 2004	<ul style="list-style-type: none"> Annual analysis being completed.

	<ul style="list-style-type: none"> Monitoring support given to ethnic minority groups by the service 	Team Leaders	Annual analysis - June 2004	Support recorded in Team Leaders meeting reports. Service provides support to 6 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	Annual analysis completed. A total of 37 learners where English is a second language received support.
Identify public information needs	<ul style="list-style-type: none"> Seek feedback from service users that would facilitate improved practice 	Team Leaders	June 2004	<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	June 2004	<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"> Young people encouraged to attend Equal Future Conference. Race Awareness to be included in annual youth conference and in youth worker training.
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SECTION: EARLY YEARS SERVICE

TASK	ACTION	LEAD	TIMESCALE	PROGRESS
Identify public information needs	<ul style="list-style-type: none"> Early education and childcare admission policy - to be translated into 3 main community languages 	Principal Officer	March 2004	Achieved.
	<ul style="list-style-type: none"> Deferred entry to primary school - to be translated into 3 main community languages 	Principal Officer	March 2004	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	June 2004 for Daycarers	Achieved

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"> Psychologists continue to be aware of any Special Educational Needs issues that arise with children and young people from a minority ethnic background. No new referrals of children from a minority ethnic background as at June 2004.
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).

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.
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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 Visit 2 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 ➤ Report to Head of Service 	Quality Improvement Officers linked to each Learning Partnership	December 2003	<p>Phase 2 Performance Monitoring visits carried out during November/ December 2003</p> <ul style="list-style-type: none"> all establishments have customised Race Relations policy template to individual requirements and promulgated to all staff. <i>Future priority to ensure that the implementation of the Race Relation (Amendment) Act 2000 is integral to establishment Improvement Plans.</i> A range of staff development was provided as follows: <ul style="list-style-type: none"> In-service training delivered to Heads of Establishments and Probationers. Training was delivered to Cumnock, Stewarton and St Joseph's Learning Partnerships as an initial roll-out to all Learning Partnerships. 'Education for Race Equality – A Toolkit for Scottish Teachers' was distributed to all establishments. EAC's Race Equality Scheme pocket guide was distributed to all staff in establishments Copies of Performance

				Monitoring Visit reports are forward to the Head of Service.
Monitoring and reporting racist incidents	<ul style="list-style-type: none"> Revise and relaunch Tackling Racist Incidents within the Education Service (TRIWES) 	<p>Head of Service: Community Support</p> <p>Procedures monitored by Quality Improvement Officers</p>	August 2003 and thereafter	<ul style="list-style-type: none"> TRIWES document was revised and relaunched Recording and reporting is presently the responsibility of Head of Service : Community Support Baseline information established June 2004. Quality Improvement Officers to monitor routinely 2004/05 onwards.
Monitor pupil performance by ethnicity	<ul style="list-style-type: none"> Liaise with SEEMIS to provide pupil data of exam performance linked to ethnic background and report as required 	Quality Improvement Officer and Research Officer	Baseline June 2004	<ul style="list-style-type: none"> Ethnicity data provided for: <ul style="list-style-type: none"> pupil population attendance exclusion 5-14 and National Qualifications performance FME Religion First Language Violent Incidents

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)	31 March 2004	Working Party revising Standard Circular 16 for teachers.
	<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.