

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE - 1 APRIL 2003

RACE RELATIONS (AMENDMENT) ACT 2000

Report by Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Committee approval for (i) the priority list of functions to be assessed as part of the Council's Race Equality Scheme, and (ii) the Education Statement on Racial Equality and Cultural Diversity.

2. BACKGROUND

- 2.1 Figures available from the 2001 census would indicate that in East Ayrshire 0.6% of the population come from a minority ethnic background predominantly Pakistani and Chinese.

- 2.2 The Race Relations (Amendment) Act 2000 places a general duty on a wide range of public authorities to promote race equality. This duty means that authorities must have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups

- 2.3 In addition to the general duty, a set of specific duties have also been placed on public authorities. These specific duties are designed to assist public authorities to meet the general duty. The specific duties require authorities to:

- publish a written race equality scheme
- conduct a review of all Council services and policies to determine their relevance to race relations and how they impact on different minority ethnic groups
- arrange for consultation on and monitoring of policies and services to identify any adverse impact on race relations
- promote a review and development of the Council's Employment Policies with a view to establishing a more representative workforce
- ensure all staff are aware of their duty to promote equality of opportunity
- monitor and publish details of annual performance indicators by ethnicity.

- 2.4 There is a specific duty placed on education authorities which sets out an expectation for schools to have arrangements in place to help authorities meet respective duties.

- 2.5 There are three guiding principles through which educational establishments will deliver requirements:

- 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 other identities
- every child/young person should be able to develop the necessary knowledge, understanding and skills to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

2.6 Her Majesty's Inspectors of Education (HMIE) and the Care Commission (for Pre-5 establishments) will conduct a thematic inspection on the implementation of the new Act between now and 2004. Race relations issues will be included in routine areas of review in the inspection of establishments and the Authority.

2.7 The Council Meeting of 24 October 2002 approved East Ayrshire's Race Equality Scheme. This report required each service Director to list and prioritise functions as part of a Race Equality Action Plan to be approved by respective Service Committees, with the aim of carrying out an assessment of these services against the General Duty contained in the Act. The list of functions require to be prepared by April 2003 and the assessment thereafter by October 2003.

3. PROGRESS

3.1 Appendix 1 sets out the proposed Education Statement on Racial Equality and Cultural Diversity. This will be used by individual educational establishments to prepare their own statements and to inform their improvement plans in the future.

3.2 The priority list of functions to be assessed against the general duty are set out in Appendix 2.

3.3 A rolling programme of staff training and development is taking place at both a corporate level and departmental level to support staff to take forward the requirements under the new legislation.

3.4 All Heads of Establishment have been informed of their obligations under the new Act, and a working draft Race Equality Scheme was distributed in late 2002. Senior staff have been advised of the importance of the issue and its place in improvement planning and the organisation of continuing professional development (CPD) for teachers. School Boards have also been informed of their obligations under the new Act.

4. FINANCIAL IMPLICATIONS

4.1 Nil.

5. LEGAL AND POLICY IMPLICATIONS

- 5.1** The recommendations set out in this Committee report comply with the requirements as laid down by the Race Relations (Amendment) Act 2000 and associated Statutory Codes of Practice.

6. RECOMMENDATIONS

- 6.1** It is recommended that Members:

- (i) approve the priority list of functions;
- (ii) approve the Education Statement on Racial Equality and Cultural Diversity;
- (iii) ask the Director of Educational and Social Services to return to Committee with a progress report; and
- (iv) otherwise note the content of the report.

John Mulgrew
Director of Educational and Social Services

JM/KG/SR
10 January 2003

LIST OF BACKGROUND PAPERS

1. Race Relations (Amendment) Act 2000
2. The Duty to Promote Race Equality in Scotland: the Statutory Code of Practice and Non-Statutory Guides for Public Authorities - Commission for Racial Equality in Scotland - January 2003.

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

IMPLEMENTATION OFFICER: KAY GILMOUR



East Ayrshire
COUNCIL

Department of Educational and Social Services

(INSERT ESTABLISHMENT NAME)

STATEMENT

ON

RACE EQUALITY AND CULTURAL DIVERSITY

CONTENT

1.	School Statement	Page 3
2.	Appendix 1 East Ayrshire Statement of Commitment	Page 7
3.	Appendix 2 School Mission Statement	Page 8
4.	Appendix 3 Background Information	Page 9
5.	Appendix 4 Consideration for the Improvement Planning Cycle	Page 10

(INSERT ESTABLISHMENT NAME)

STATEMENT ON RACE EQUALITY AND CULTURAL DIVERSITY

1. Introduction

East Ayrshire Council's Department of Educational and Social Services is committed to:

"Develop excellence in education and improve opportunities for all through Quality, Equality, Access and Partnership".

The Equality element of this "Statement of Commitment" (see Appendix 1) is expanded further to encompass:

- 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

(Insert Establishment Name) welcomes the opportunity under the Race Relations (Amendment) Act 2000 to further commit ourselves, through this document, to:

- the promotion of equality of opportunity;
- the promotion of good relations between members of different racial, cultural and religious groups and communities; and
- to the elimination of unlawful discrimination.

2. Guiding Principles

In meeting the legal requirements of the Race Relations (Amendment) Act 2000, the school has 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 other identities.
- Every child/young person should be able to develop the necessary knowledge, understanding and skills to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

These have been incorporated into the Mission Statement of the school which is contained in Appendix 2.

3. Policies and Practice

(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 against ethnicity 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 racist attitudes or behaviour or experience discrimination or harassment.)
- to facilitate admissions and attendance procedures
(by use, where required, of a range of communication methods and/or an interpreter.)
- 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 cultural diversity.)
- 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 anti-racist training 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 Racism and Xenophobia

(Insert Establishment Name) is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, travellers, refugees and asylum seekers.

5. Responsibilities

The Department of Educational and Social Service 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 Headteacher of **(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 within their establishment. (See Section 9)

All staff are expected to deal with racist incidents as they occur, to know how to identify and challenge racial and cultural bias and stereotyping; to support children/young people in their class(es) for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

6. Information and Resources

The Headteacher will ensure that the content of this document is known to all staff and to the School Board, and also, where appropriate, to all children/young people and parents.

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

(See Appendix 3, Background Notes for a selection of sources).

7. Religious Observance

The Headteacher is responsible for ensuring respect for the religious beliefs and practice of all staff, children/young people and parents and for compliance with all reasonable requests relating to religious observance and practice.

8. 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 the contents of Appendix 4.

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 Headteacher and/or the Authority. All incidents must be recorded in line with the document 'Tackling Racist Incidents 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.

10. Monitoring and Evaluation

(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.

STATEMENT OF COMMITMENT

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, school boards and community groups
- Working with local businesses, industry, higher education and Scottish Enterprise Ayrshire

(INSERT ESTABLISHMENT NAME)

MISSION STATEMENT

BACKGROUND INFORMATION

1. The process of discussion and deliberation that leads to the policy are of great importance, as are the processes of keeping it under review.
2. The attached policy statement has been completed in accordance with the "*Code of Practice on the Duty to Promote Race Equality*" issued by the Commission for Racial Equality in December 2001, and "*Preparing a Race Equality Policy for Schools*" issued in March 2002. Another helpful guide is the handbook "*Learning for All*" published by the Commission for Racial Equality.

Full information on these and other publications can be found on the website www.cre.gov.uk

3. The attached policy statement also reflects concerns and concepts in the Parekh Report 2000 "*The Future of Multi-Ethnic Britain*" and the Macpherson Report 1999 "The Stephen Lawrence Enquiry".

A further useful resource, issued by the Uniting Britain Trust, is the publication "*Changing Race Relations: Race Equality Schemes and Policies*". (March 2000)

4. The website of the Commission on the Future of Multi-Ethnic Britain also contains relevant material (www.runnymedetrust.org/meb) including two useful papers:
 - Inclusion and Identity across the Curriculum
 - Resources and Links on the Internet.

CONSIDERATIONS FOR THE IMPROVEMENT PLANNING CYCLE

This list is partly based on guidance provided in March 2002 by the Commission for Racial Equality. Not all the items in it 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 race equality and cultural diversity issues in the improvement plan.

Continuous Professional Development and In-service Training

- Ensure that there are references to race equality and cultural diversity issues 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 race equality and cultural diversity issues, 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 ethnicity, home language and religion, and about the nature of the neighbourhood (s) which the establishment serves.
- Refer to the climate of opinion in the establishment and in the neighbourhood on issues relating to race equality and cultural diversity, 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. Already in use should be HGIOS 2002, HGIOS -- A Route to Equality and Fairness, Child at the Centre, National Care Standards and possibly the Commission for Racial Equality's Learning for All. (There are also valuable auditing materials in *Equality Assurance in Schools* by the Runnymede Trust, *Toolkit for Tackling Racism in Schools* by Stella Dadzie, and *Inclusive Schools, Inclusive Society* by Robin Richardson and Angela Wood. All these are published by Trentham Books).
- Ensure that the results of auditing are reported to the School Board and made available, as appropriate, to other interested parties.

Monitoring of Results

- Use data on attainment, broken down by both ethnicity and gender, to review the establishment's progress over time and in comparison with other establishments, and to identify areas for improvement and development.
- Fulfil the duties which establishments have in order to take reasonable steps to make available annually the results of assessments and monitoring.

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

1. How do we ensure that we have and communicate high expectations of all children/young people?
2. How do we recognise and value a wide range of achievement?
3. Are our procedures for monitoring attainment by ethnicity and gender satisfactory, and how do we use the results of such monitoring?
4. What action have we taken and are we taking to reduce and remove disparities between children/young people from different communities and backgrounds?

Curriculum Content

5. In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race equality and cultural diversity?
6. In which areas of the curriculum do children/young people explore concepts and issues relating to identity, racial justice and racism?
7. In which areas of the curriculum are children/young people challenged to consider issues of prejudice, racism and Islamophobia, and bias and negative stereotypes of all kinds?
8. In which areas of the curriculum do children/young people study global issues and the interdependence of the modern world?
9. How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for children/young people of all backgrounds and communities?
10. How do we ensure that learning about cultural diversity includes personal encounter with other cultures?

11. 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 religion and culture?

Personal Development and Pastoral Care

12. How do we ensure that pastoral support takes account of religious and cultural concerns, and the experiences and needs of particular groups of children/young people, for example Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers?
13. How are all children/young people encouraged to consider a wide range of career and post 16 options?
14. Are work experience opportunities monitored by ethnicity to ensure that there is no stereotyping in placements?
15. How do we support victims of racist attacks, abuse and harassment, whether in the school or in the local community?

Teaching and Learning

16. 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?
17. How does teaching take account of children/young peoples' cultural and religious backgrounds, linguistic needs and varying learning styles?
18. How are different cultural and religious traditions valued in their own terms and made meaningful to children/young people?
19. 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?
20. Are all staff assisted to support children/young people in their class(es) for whom English is an additional language?

Partnerships with Parents and Communities

21. What action do we take to encourage the involvement and participation of all parents in the school?
22. How do we ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?
23. How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?

Racism, Racial Harassment and School Ethos

24. How do we publicly promote good personal and community relations?
25. Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?
26. What training, guidance and support do we provide for staff to ensure that all can deal firmly, consistently and effectively with racist incidents and bullying?
27. How do we ensure that children/young people, parents and staff are aware of the procedures for dealing with racist incidents and harassment?
28. How do we work with the local authority and other partners to tackle racist behaviour, abuse and harassment within the school and the local area?

Staff Recruitment and Professional Development

29. How are posts, including those for administrative and support staff, advertised? (For the Authority)
30. Are all posts open to the widest possible pool of applicants? (For the Authority).
31. 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 racial discrimination?
32. How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?
33. Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender and seniority or grade?
34. Do we appropriately and satisfactorily monitor by ethnicity and gender all applications for employment, training and promotion? (For the Authority)

Behaviour, Discipline and Exclusions

35. How do we ensure that our procedures for managing behaviour are fair and equitable to children/young people of all backgrounds?
36. Do all staff operate consistent systems of rewards and sanctions?
37. How are exclusions of all kinds monitored to establish patterns and trends?
38. Do strategies for integrating long-term truants and excluded children/young people address the needs of children/young people from all backgrounds?

Admissions and Attendance

39. Are the admissions policy and criteria equally open to children/young people from all communities?
40. How is the admissions process monitored to ensure that it is administered consistently and fairly to children/young people from all backgrounds and communities?
41. Do we monitor children/young people's attendance by ethnicity and community background?

EDUCATION FUNCTIONS

FUNCTION	TARIFF
Early Intervention Staff	High
Psychological Services	High
Instrumental Service	High
Outdoor Learning	High
Network Support & Hospital Education & Bilingual	High
Hearing/Speech/Visual Impairment staff	High
(Youth Strategy)	High
Support to Communities	High
Quality Improvement Team including:	
<i>Culture Co-ordinators/Adviser</i>	Medium
<i>Drugs Co-ordinators/Adviser</i>	Medium
<i>Media Support</i>	Medium
<i>Research Officer</i>	Medium
<i>Office Staff</i>	Medium
Technician Service	Medium
Teachers Personnel	Medium
Resource Support (DMR)	Medium
Directorate Secretarial	Medium
Central Educational Resource Staff	Medium