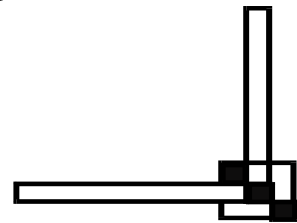


Race Equality



Community Services is committed to ensuring race equality in all areas of its work and fulfilling its legal duties under the Race Relations (Amendment) Act 2000 by taking all steps necessary to:

- Promote equality of opportunity;
- Promote good relations between members of different racial, cultural and religious groups and communities;
- Eliminate unlawful discrimination.

Community Services: Education:

- Aims to ensure that all members of school, pre-5 and community education centres are valued equally and treated with respect. All children and young people, through the ethos and curriculum, will be provided with opportunities to develop an understanding of and commitment to the principles of equality and justice.
- Believes that schools, pre-5 centres and community education providers have an important role in developing in children and young people the knowledge, understandings, values and attitudes to pursue and achieve these aims.
- Will implement, monitor and review the race equality policy through quality assurance arrangements, through adherence to Argyll and Bute Council's race equality scheme and by working with relevant partner agencies and groups.

- Is opposed to and determined to tackle all forms of racism, including those directed against individuals and groups on the grounds of their colour, racial group, ethnic, cultural, religious, linguistic or national origins, traveller and refugee status, and asylum seekers.

1. Principles

In fulfilling the duties under race relations legislation, Community Services is guided by three essential principles:

- Every pupil and young person should have opportunities to achieve the highest possible standards, and best possible qualifications for the next stage in his/her life and education;
- Every pupil and young person should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities;
- Every pupil and young person should develop the knowledge, understanding and skills that he/she needs in order to participate in Britain's multi-ethnic society.

2. Policies and practice

The Service will ensure that the principles listed above apply to the full range of policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment;
- Behaviour, discipline and exclusions;
- Learning, teaching and the curriculum;
- Personal and social development, support for pupils and pastoral care;
- Admissions and attendance;
- Staff recruitment and retention; professional development and training; performance management; consultation and involvement; and discipline and grievance procedures;
- Partnerships and consultations with parents, school boards and communities;
- Contracting arrangements.

3. Action plan

The action plan for the implementation of the race equality policy will form part of the overall Community Service Plan.

4. Minority ethnic communities in Argyll and Bute

The minority ethnic population within the council area is very small. The Service is alert to the potential vulnerability of minority ethnic children, young people and their families and the need to monitor all aspects of their education experience.

5. Racist incidents

Racist behaviour will not be tolerated and will be dealt with through relevant established procedures.

All staff are responsible for ensuring that incidents of racist behaviour are recorded and referred to the head of establishment / centre.

Establishments / centres will record and report all racist incidents in line with the racial incident monitoring form.

6. Responsibilities

The Director of Community Services is responsible for ensuring that all educational establishments comply with the race relations legislation and that this policy and related procedures and strategies are implemented.

Education will oversee the effective implementation of the race equality policy and action plan, monitor and evaluate the impact of the race equality policy and report on issues.

Heads of educational establishments / centres are responsible for the effective implementation of the race equality policy and related procedures; for communicating the policy and its implications to staff, pupils, young people, parents and other bodies; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; monitoring and reporting on the operation of the policy; taking action as required.

All staff will comply with the race equality policy; respect the religious beliefs and practice of all staff, pupils and parents; deal with racist incidents that may occur; challenge racial and cultural bias and stereotyping; support pupils and young people for whom English is an additional language; incorporate principles of equality and diversity into all aspects of their work.

All pupils and young people are expected to comply with the race equality policy.

All parents, visitors, users of centres, contractors and any other persons are expected to comply with the race equality policy.

7. Training and professional development

All heads of establishments will undertake training organised by the Service to ensure that they are aware of race relations legislation, the content of the race equality policy and its implications for the work of the establishment/centre.

The training and development needs of staff will be addressed through career review and development procedures. Professional development opportunities will be provided by the Service.

8. Monitoring and review

8.1 Ethnic monitoring

The Service will undertake regular ethnic monitoring of pupils, young people and staff for the purpose of evaluating the impact of the race equality policy. Collection and use of information about an individual's ethnic group will comply with the provisions of the Data Protection Act, 1998. Such information will be treated in confidence and strictly for the purpose of monitoring the operation and impact of the race equality policy.

The Service will develop and review arrangements for the collection of ethnic group information in accordance with national guidelines and use the data provided to monitor the operation and impact of the race equality policy and make adjustments as appropriate.

8.2 Policy and practice

The Service race equality policy applies across all other policy areas and these policies will be reviewed to ensure that they include explicit race equality objectives.

All educational establishments will have a race equality policy. This may form part of an equal opportunities policy in which race equality objectives are clearly stated.

All establishments will identify a senior member of staff to oversee the policy and its implementation, responses to and recording of racist incidents.

All policies and procedures for addressing racism and promoting equality of opportunity will be reviewed in each school, pre-5 and community education centre on a regular basis. Such reviews will be built into development plans. Reviews of establishments and visits by Heads of Service and Quality Improvement Officers will consider policies and practice to ensure that action is being taken in line with Argyll and Bute Council's race equality policy.

Quality indicators from *How Good is Our School?* and as exemplified in *A Route to Equality and Fairness* will support establishments in reviewing their practice and inform procedures and programmes.

The Service will monitor and report on the number of racist incidents across Argyll and Bute on a regular basis and use this information to determine action required and support establishments in the most effective way.

Within each establishment, the monitoring of incidents will ensure that patterns of behaviour are recognised and measures put in place to respond appropriately.

The Argyll and Bute Council race equality policy will be reviewed annually.

Appendix

Definitions

Racism

Racism can be directed against individuals and groups on the grounds of their colour, racial group, ethnic, cultural, religious, linguistic or national origins, traveller and refugee status and asylum seekers.

There are three forms of racism:

Personal racism has a negative impact upon individuals and is usually overt because it is identifiable and often intentional.

Cultural racism consists of ideas, beliefs and values, usually embedded in history, which endorses the superiority of one culture over others.

Institutional racism operates in institutions or organisations where racist beliefs and perceptions have become embedded in the culture, policies, procedures and practices and results in black and minority ethnic groups being excluded or disadvantaged in terms of employment or service provision.

The Macpherson Report following the inquiry into the death of Stephen Lawrence defines institutional racism as:

“the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen, or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice,

ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people”.

These forms of racism often overlap and reinforce each other. They may be conscious or unconscious.

Discrimination

Direct discrimination occurs when a person is treated less favourably on racial grounds than other people are treated, or would be treated, in the same or similar circumstances. It takes many forms. In relation to children and young people it can vary from racist remarks to subtle differences in expectation, assessment, provision and treatment. It may be unconscious or even well intentioned, but is nonetheless unlawful.

Indirect discrimination occurs when a condition or requirement, which is applied to everyone, can be met by a considerably smaller portion of people from a particular group, and it is to their disadvantage because they cannot comply with it. The condition or requirement will be unlawful unless it can be justified on non-racial grounds. For example, a rule about clothing or uniforms which, in practice, would prevent someone from wearing a ‘hijab’ or turban disproportionately disadvantages a racial group.

Helpful guidance:

Race Relations Act (1976)

Race Relations (Amendment) Act 2000

A Guide for Education Authorities and Schools
(Commission for Racial Equality)

A Route to Equality and Fairness (HMI Audit Unit 1999)

A Model for Schools to Discuss and Improve

Schools may choose to begin with background information on the catchment area and relevant issues.

The school recognises its duties under the Race Relations (Amendment) Act 2000 to:

- Promote equality of opportunity;
- Promote good relations between members of different racial, cultural and religious groups and communities;
- Eliminate unlawful discrimination.

Aims, Values and Guiding Principles

We are committed to:

- Actively tackling racial discrimination and promoting equal opportunities and good race relations;
- Encouraging, supporting and helping all pupils and staff reach their potential;
- Helping every pupil develop a sense of personal and cultural identity that is confident and open to change and receptive and respectful towards other identities;
- Providing opportunities for pupils to develop the knowledge, understanding and skills that they need to participate in Britain's multi-ethnic society;

- Working with parents and carers and the community to tackle racial discrimination;
- Following and promoting good practice;
- Ensuring that the race equality policy and its procedures are followed.

We will ensure that these aims and principles apply to the full range of our policies and practices, including those that are concerned with:

- Pupil's progress, attainment and assessment;
- Behaviour, racial harassment and bullying, discipline and exclusions;
- Learning, teaching and the curriculum;
- Personal and social development, support for pupils and pastoral care;
- Admissions and attendance;
- Staff recruitment and professional development;
- Partnerships and consultations with parents and the Community.

(Please amend and say what your school is doing / plans to do under the above categories.)

Responsibilities

The **Head Teacher** is responsible for:

- Ensuring the race equality policy is readily available and that the school board, staff, pupils, parents and carers know about it;
- Ensuring the race equality policy and its procedures are followed;
- Producing regular information for the school board and staff about the policy and how it is working and providing their training on the policy, if necessary;
- Ensuring that staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of racial harassment and racial discrimination;
- Coordinating work on race equality and equal opportunities;
- Dealing with reports of racist incidents;
- Liaising with the staff development coordinator to arrange training and staff development opportunities in relation to equal opportunities and race equality issues.

All **staff** are responsible for:

- Dealing with racist incidents that may occur;
- Being able to recognise and tackle racial bias and stereotyping;
- Promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of their racial group, colour, culture, ethnic, religious, linguistic or national origins, traveller and refugee status and asylum seekers;
- Incorporating principles of equality and diversity into all aspects of their work;
- Keeping up to date with the law on discrimination, and taking up training and staff development opportunities.

Planning, Developing and Implementing the Policy

We will undertake regular **ethnic group monitoring** of pupils and staff to evaluate the impact of the race equality policy and to provide data to inform school and Education Service planning, decision making and action. Particular consideration will be given to monitoring attainment, progress, exclusions, sanctions and rewards.

An action plan for the implementation of this policy and for monitoring its impact will be drawn up as part of the development planning process.

The race equality process will be evaluated through consultation and by using auditing tools such as the quality indicators in *How Good is Our School?* and *A Route to Equality and Fairness*. (Please amend as appropriate.)

We will monitor, assess and review the policies and strategies that are relevant to race equality to see how effective they are in tackling unlawful racial discrimination and promoting equal opportunities and good race relations and make adjustments as appropriate. This will be done on a regular basis and be built into development plans.

We will monitor incidents to ensure that patterns of behaviour are recognised and measures put in place to respond appropriately to this.

All members of the school community will be kept informed about the policy and how it is working through the annual report to the school board, the school handbook, newsletters to parents and the Quality Standards report. (Please amend as appropriate.)

Breaches of Policy

(Action that will be taken if the policy is not followed.
Refer to existing school and Argyll and Bute Council
policies and advice.)

Date of the Policy

This policy was agreed
on.....

It will be reviewed
on.....

Argyll and Bute Council Community Services: Education Racial Equality Action Plan

Target	Task	Persons Responsible	Resources	Timescale	Criteria for Success	Monitoring and Evaluation
Produce Community Services: Education Policy on Race Equality in line with Council policy and CRE guidelines	<ul style="list-style-type: none"> • Draft policy written and approved by directorate • Policy submitted to Strategic Policy Committee 	Directorate and Sheila Walker	<ul style="list-style-type: none"> • Time • Cost 	<p>January 2003</p> <p>February 2003</p>	Policy is produced and informs Community Services: Education and Establishments' Policies and Practice	Measured by audit and monitoring visits by directorate and Quality Improvement Officers.
Provide a template policy on race equality using CRE guidelines which can be adapted for implementation in all establishments	<ul style="list-style-type: none"> • Policy issued to all establishments for customisation and implementation 	Sheila Walker	<ul style="list-style-type: none"> • Time • Current available documentation 	January 2003	Policy template issued and adapted for use in all establishments	Use of policy is included in monitoring visits undertaken by directorate and Quality Improvement Officers.
To raise staff awareness about race issues and ensure all staff know correct procedures for reporting and recording racist incidents	<ul style="list-style-type: none"> • Commission inset • Inset delivered to management teams and co-ordinators • Above groups inset establishments 	Sub group of Teaching for Effective Learning Area and Subject Co-ordinators	<ul style="list-style-type: none"> • Time • Cover • Available expertise 	<p>Spring Term 2003</p> <p>Head Teacher Meetings</p>	Inset is provided throughout the authority	Management teams are required to report annually on what has been achieved as part of review report. Racist incidents reported.

Argyll and Bute Council Community Services: Education Racial Equality Action Plan

<i>Target</i>	<i>Task</i>	<i>Persons Responsible</i>	<i>Resources</i>	<i>Timescale</i>	<i>Criteria for Success</i>	<i>Monitoring and Evaluation</i>
Issue updated guidance and reporting format for reporting racist issues	<ul style="list-style-type: none"> • Draw up format and issue for consultation • Issue final format together with instructions for monitoring 	Directorate and Sheila Walker	<ul style="list-style-type: none"> • Time • Secretarial time for compilation 	May 2003	Updated form is used as required	Returns are collated annually and implications actioned.
Publish updated lists of race equality resources and websites	<ul style="list-style-type: none"> • Invite input from establishments • Identify existing resource lists available nationally • Compile disk of recommended Argyll and Bute resources • Issue to establishments 	Commissioned group responsible to Teaching for Effective Learning group Sheila Walker	<ul style="list-style-type: none"> • Time • Cover • Payment to group (1 day) 	May 2003	Lists available and in use in establishments	Measured by audit and establishment publications.
Race Equality issues to be included in school review procedures.	<ul style="list-style-type: none"> • Identify aspects to be reviewed • Issue updated guidelines on above and organise related inset 	Chris Shirley	<ul style="list-style-type: none"> • Time • Inset Costs • Duplicating Costs 	June 2003	Race equality issues included as part of review process and the implications actioned.	Directorate and Quality Improvement Officers to include these issues in monitoring school reviews.

Argyll and Bute Council Community Services: Education Racial Equality Action Plan

Target	Task	Persons Responsible	Resources	Timescale	Criteria for Success	Monitoring and Evaluation
Develop anti-racist curricular materials	<ul style="list-style-type: none"> Produce anti-racist curricular materials and guidelines on approaches 	Commissioned group responsible to Teaching for Effective Learning Group	<ul style="list-style-type: none"> Time Cover Payment to Group (3days) 	August 2003	Materials in use in establishments	Directorate and Quality Improvement Officers include in monitoring school reviews.
Review and update staff monitoring procedures in line with Council advice and CRE recommendations	<ul style="list-style-type: none"> Administrative working group reviews current procedures Adapt procedures to take account of recommendations Pilot documentation in some establishments and adapt accordingly 	Nominated principal officer and clerical support	<ul style="list-style-type: none"> Time Reproduction materials Collation costs 	November 2003	Staff recruitment and personnel information reflects legal requirements	Documentation is reviewed three yearly as part of review of all current documentation by personnel staff.
To provide an audit framework to assist establishments in measuring progress made in race equality	<ul style="list-style-type: none"> Identify available materials Produce audit framework Consult on framework Issue to establishments 	Sheila Walker and Chris Shirley	<ul style="list-style-type: none"> Time and publishing costs 	December 2003	Audit framework is used by establishments	Directorate and Quality Improvement Officers include in monitoring school reviews

Argyll and Bute Council Community Services: Education Racial Equality Action Plan

Target	Task	Persons Responsible	Resources	Timescale	Criteria for Success	Monitoring and Evaluation
Pupil registration documentation to include ethnic monitoring forms.	<ul style="list-style-type: none"> Review present forms in consultation Adapt forms as necessary Include ethnic monitoring collation form to ensure use 	Directorate Principal Officers	<ul style="list-style-type: none"> Time 	December 2003	Forms in use allow for accurate collation of pupils by ethnicity	Forms reviewed by principal officers routinely.
Pupil attainment records allow for the collection of information of pupil performance by ethnic group.	<ul style="list-style-type: none"> Use above form to code all attainment records Adapt computer programme on attainment to include these codes Ensure programme can issue attainment levels by code as necessary 	Directorate Computer Personnel	<ul style="list-style-type: none"> Time CRE guidelines 	December 2003	Available information informs monitoring procedures for review of Teaching and Learning and all related policy and practice	Attainment levels by ethnicity reviewed as part of routine review of monitoring pupil attainment.

This policy will be reviewed annually.