

## **Renfrewshire Council: Education and Leisure Services**

### **PROMOTING RACE EQUALITY IN EDUCATION A Policy Statement**

#### **1 Background**

- 1.1 Renfrewshire Council is committed to the principles of equality of opportunity and social justice for all. It is also committed to tackling social exclusion. Racism is contrary to the council's values and, therefore, has no place within its educational establishments.
- 1.2 This policy statement forms part of Renfrewshire Council's Race Equality Scheme which was approved in November 2002 and reviewed in December 2005. The scheme sets out the council's arrangements for meeting its general and specific duties under the terms of the Race Relations (Amendment) Act 2000. The definition of schools in the act includes Pre 5 establishments.
- 1.3 Education and leisure services including the council's schools are subject to the council's scheme in relation to the general duty to:
  - eliminate unlawful racial discrimination;
  - promote equality of opportunity; and
  - promote good relations between persons of different racial groups.
- 1.4 This policy statement is a description of how the council as education authority and Renfrewshire schools plan to prevent racial discrimination and to promote equal opportunities and good race relations across all areas of school activity. It sets out education and leisure services' expectations of schools and its arrangements for meeting the council's specific duties in terms of education policy and employment.

#### **2 What do we mean by Racism?**

- 2.1 'Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.' Macpherson Report, 1999 (Stephen Lawrence Inquiry).

The council also accepts the 1965 United Nations definition of racism 'any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin.'

Racism adversely affects the lives of many and may lead to underachievement. Racism operates both at an institutional and a personal level in all aspects of life, including the life of schools, where it can have a negative influence on ethos and behaviour. It is essential that education staff are aware of the impact of racism and are vigilant in ensuring it is challenged.

2.2 Education and leisure services also endorses the Commission for Racial Equality's (CRE) definition of what constitutes racial discrimination:

'Racial discrimination occurs when individuals are treated less favourably on racial grounds than other people are treated, or would be treated in similar circumstances. This is called **direct discrimination**. A less obvious form of discrimination is **indirect discrimination**. This is where a requirement or condition which is applied to everyone actually works as a barrier to people from a particular racial group'. 'An example of this is a dress requirement imposed by a school or employer which, in practice, would prevent someone from wearing a 'hijab' (headscarf) or a turban.'

Direct discrimination takes many forms. In the treatment of pupils and students, for example, it may vary from crude racist remarks to subtle differences in assessment, expectation, provision and treatment.

2.3 'Institutional racism is 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.' Macpherson Report, 1999 (Stephen Lawrence Inquiry).

2.4 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 minority ethnic children and young people. As the council is committed to raising achievement, it is also committed to actively promoting racial equality and addressing all forms of racial harassment and discrimination within its schools.

2.5 In order to comply with the CRE Code of Practice (Scotland) for the elimination of Discrimination in Education (1991), the 1976 Race Relations Act, the recommendations of the 1999 Macpherson report, and the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002, the authority is obliged to keep a record of racist incidents.

2.6 Education and leisure services recognise that no identified victim may be present in a racist incident and indeed in other discriminatory incidents. For example, telling inappropriate racist jokes or using offensive racist language constitute racist incidents whether or not black or minority ethnic people are present. This is acknowledged in the monitoring procedures. These procedures use twelve categories of racist incident. They are listed below, not in priority order:

- Physical assault;

- Derogatory name-calling, insults and racist jokes;
- Racist graffiti;
- Wearing racist badges or insignia
- Bringing racist materials such as leaflets, comics or magazines to school
- Verbal abuse and threats;
- Incitement of others to behave in a racist manner;
- Racist comments in the course of discussion in lessons, unless used for educational purposes;
- Attempts to recruit for racist organisations and groups;
- Ridicule an individual for cultural differences;
- Refusal to co-operate with other people because of colour, ethnicity or language;
- Written derogatory remarks.

### **3 Policy and its Communication**

3.1 Every school must have a policy statement on promoting race equality and anti-racist education within an equal opportunities context. A policy framework has been made available to all schools and each school is expected to comply with the arrangements including preparing its own policy statement and arrangements for communicating with parents and the wider community within this framework.

3.2 The school policy should:

- be a written statement of responsibilities and commitments;
- be reflected in the development plan;
- detail how the school will put the policy into practice and assess its effectiveness;
- define roles and responsibilities;
- explain what the school will do if the policy is not followed; and
- reflect the character and circumstances of the school.

It should deal with:

- tracking pupil attainment and progress by ethnic group;
- curriculum, teaching and learning including language and cultural needs;
- promoting good race relations in the school and in the local community;
- care and assessment;
- staff recruitment and career development;
- the school's values;
- pupil behaviour, discipline and exclusion;
- racial harassment and bullying linking to the school's anti-bullying policy and procedures;
- admission and transfer procedures;
- membership of the school board;
- involving parents and the community in the school; and
- arrangements for implementation and monitoring the impact of the policy.

- 3.3 Schools are expected to address issues of race equality and racism through their code of conduct and particular aspects of the curriculum, for example, religious education, personal and social development, citizenship education and social studies, through which pupils learn about other cultures and values.
- 3.4 While the head has responsibility for ensuring that the council's policy is complied with, schools are expected to appoint a race equality co-ordinator to oversee the policy and its implementation, in particular to respond to incidents, to collate monitoring information and to contribute to the development of a positive ethos.
- 3.5 Education and leisure services is committed to ensuring that all communications to parents and guardians are accessible both in their use of plain English and in offering opportunities for translation into community or disability languages where requested. Interpretation facilities are also available.
- 3.6 Partnerships with parents, school boards and community organisations are essential to the delivery of an open and quality education service and the authority is committed to ensuring that all such groups are included in consultation and development of provisions within the service.
- 3.7 It is the responsibility of each school to communicate its anti-racist policy to all staff, pupils, and parents. This will be done through:
- development plans;
  - handbooks;
  - regular updates in newsletters;
  - parents' meetings or public meetings;
  - staff development; or
  - pupil councils;
- as appropriate.
- 3.8 Education and leisure services will offer training to school boards on the Council's responsibilities in relation to race equality. Each school will ensure that the school board is aware of the school's policy and its implications.

## **4 Assessing the Impact of Policies**

- 4.1 At Council level impact assessment is carried out on all policy reports introducing new services or changes to services. Education and leisure services' policies, approved by the lifelong learning and work policy board, apply to all schools and are subject to an impact assessment at authority level. Progress in implementing the race equality policy is included in the

department's service plan and in public performance reports where appropriate.

#### 4.2 Establishments are expected to:

- assess the impact of their race equality policies on pupils, parents and staff through self evaluation, monitoring and consultation;
- report on race equality issues through their standards and quality reports; and
- reflect in their development plan race equality issues identified through these processes.

4.3 Schools are expected to have arrangements for assessing the impact of all policies including the race equality policy, for consulting with ethnic minorities, for monitoring the impact of all policies in relation to pupils, parents and staff and for training. The authority will monitor these arrangements through making them a subject of discussion in annual education adviser visits to schools and including them on agendas of school reviews.

4.4 Schools are expected to assess the impact of their own policies by asking the following questions:

- could this service introduction or change affect some racial groups differently?
- what impact will it have on promoting good race relations?  
is there any public concern, especially from ethnic minorities, about possible discrimination?

4.5 It is important that policies and procedures for addressing racism are reviewed in each school on a regular basis. Schools should ensure that such reviews are built into their development plans. Council reviews of schools will consider policies and ethos to ensure that adequate action is being undertaken. HMle will also monitor policy and practice.

4.6 Each establishment's three-year development planning cycle should include a review of its equalities policies. These policies will be requested and scrutinised by the council on a regular basis to review progress. School reviews will also consider developments in approaches to tackling racism and the development of a positive ethos which values diversity and respects difference.

## **5 Monitoring**

### **5.1 Monitoring the impact of policies**

5.1.1 Ethnic monitoring is an essential aspect of the work of the authority. Systems are established to analyse data on educational attainment, attendance and exclusions by ethnic category. The data collected through such monitoring is used to inform schools and the authority of trends and needs which can then

be addressed through targeted resourcing, training and policies. It will also provide the basis for action in relation to important areas of the authority's work such as raising achievement

5.1.2 Incidents of racism are monitored on an ongoing basis within each school and annual returns made to the authority. An annual collation is undertaken by education and leisure services of the number of racist incidents reported. An annual report including such information is presented to the lifelong learning and work policy board.

5.1.3 Monitoring information at authority level will assist in targeting resources to support schools in the most effective way. Monitoring returns may also indicate the need for consideration of action in relation to a particular sector eg primary or secondary and or type of incident.

5.1.4 Monitoring information will also be used to identify effective practice. For example, a low record of incidents or a decreasing trend in incidents over a period of time in a particular school may indicate a practice which might then be evaluated and introduced elsewhere.

5.1.5 Within each school, the monitoring of incidents will ensure that patterns of behaviour are recognised and measures are established to report appropriately.

5.1.6 All schools are required to identify an individual member of staff, for example, a deputy head teacher in secondary schools, who is responsible for pupil support including co-ordination of pupil guidance, and welfare, learning support and behaviour support. This person will have responsibility for co-ordinating approaches to anti-racism and will oversee:

- the policy and its implementation;
- the compilation of statistics related to pupils and staff by ethnic background;
- the response to and recording of incidents; and
- the development of a positive school ethos with regard to behaviour.

5.1.7 Schools have a duty to monitor the impact of their policies on pupils, parents and staff from different racial groups through examining the range of indicators outlined below and disseminating them to staff and parents.

5.1.8 Schools are expected to monitor the following indicators by ethnic background:

for pupils

- attainment;
- attendance;
- exclusion; and
- the number and nature of racist incidents.

for staff

- recruitment;

- selection;
- training;
- promotion;
- discipline;
- grievance; and
- exit.

Where monitoring of staff is carried out at service or council level, eg recruitment, monitoring data will be shared with schools.

5.1.9 To help interpret monitoring information in relation to attainment establishments may find it helpful to examine other areas which might have an impact on pupils' attainment;

- exclusion;
- racial harassment and bullying;
- curriculum, teaching and learning including language and cultural needs;
- punishment and reward;
- support, advice and guidance; and
- parents' and guardians' involvement in the school.

5.1.10 In relation to parents, schools are expected to monitor by ethnic background:

- attendance at meetings or other events for parents and guardians; and
- membership of the school board, parent association and parent teacher association.

5.1.11 Schools are expected to participate in and act on the results of monitoring which is carried out by:

- the school senior management team including business support staff and the race equality co-ordinator;
- the school review team;
- the senior adviser and consultant on Scottish Executive data on school performance; and
- the link adviser for development planning and target setting.

Monitoring information should be collated and an action plan developed within the school development plan to act on the results. This will be communicated to parents through the publication of the development plan summary.

5.1.12 Schools are expected to provide information for facilitation of the sharing of good practice.

## **5.2 Employment Monitoring**

5.2.1 All staff will be reminded of school and council policies on promoting race equality on an annual basis. Staff development opportunities for all staff on issues of equality and racism will be offered through the staff development and training directory and staff will be encouraged to attend such courses.

Take up of staff development opportunities will be monitored by racial group for all staff development opportunities.

5.2.2 Council policy and practice on the ethnic monitoring of staff will be adhered to by education and leisure services including schools. Staff in post and applicants for employment, training and promotion will be monitored by racial group.

5.2.3 Within each school the following will be monitored by racial group, the number of staff who:

- receive training;
- benefit or suffer detriment as a result of performance assessment procedures;
- are involved in grievance procedures;
- are subject to disciplinary procedures; and
- who end their employment in the establishment.

5.2.4 Data on monitoring of employment issues will be analysed to identify patterns of inequality at council and school level. This will allow action to be taken to remove barriers and promote equal opportunity.

5.2.5 Establishments are expected to provide information to the education authority for a collated annual corporate progress report in relation to employment.

## **6 The Curriculum and Ethos**

6.1 In schools the formal, informal and hidden curriculum provide powerful tools for countering racism and promoting equal opportunities. Developing pupils through programmes of education for citizenship helps to address racism. Steps will be taken when reviewing curriculum areas to ensure that material aimed at promoting race equality is included.

6.2 It is authority policy that it is the responsibility of all pre-5, primary, secondary and special schools to address the issues of race and racism through the establishment ethos. The ethos of the establishment supports tolerance and respect through communal events, charity work and mentoring schemes.

6.3 The authority will continue to support staff in addressing these issues by providing training and support materials concerning inequalities and discrimination. Further to this, training aimed at raising the awareness of staff of the issue of racism and in arranging pupil activities such as 'Circle Time', where such issues are discussed, will be provided.

## **7 Publication**

7.1 At an authority level, the outcomes of the monitoring processes and an assessment of the impact of this policy are published annually through a report to the lifelong learning and work policy board. These reports indicate summative data on pupil attainment, attendance and exclusions analysed in

terms of ethnic groups. Information on the reporting of racist incidents is also included. Progress in implementing the race equality policy will also be published in the authority's annual performance report and in establishment standards and quality reports.

7.2 Information related to race equality issues will also be published as part of education and leisure services' annual statement of improvement objectives, contained within the service plan.