

**Promoting Race Equality in Education
Implementation Plan
2006 – 2008**

Progress Report September 2008



**Renfrewshire
Council**

PROMOTING RACE EQUALITY IN EDUCATION IMPLEMENTATION PLAN 2006-2008

1. Promoting Race Equality

	IMPROVEMENT AREA	KEY TASKS TO BE ACHIEVED	TIMETABLE	OFFICER RESPONSIBLE	MEASURE OF ACHIEVEMENT	PROGRESS
1.1	Promote equality of opportunity and good relations between people of different racial groups as outlined in section 3 of the policy statement	<ul style="list-style-type: none"> Ongoing implementation of race equality policy or race equality statement within an equality context 	Sept 2006 To be reviewed annually	Head of planning and community services, head teachers and pre 5 heads	<ul style="list-style-type: none"> Establish auditing procedures to show equal access to opportunity Reduction in racist incidents 	<ul style="list-style-type: none"> School review team and performance manager discuss results in relation to ethnic background, with individual schools, to contribute to monitoring procedures Racist incidents decreased in 2006-07, then rose in 2007-08 due to increased BME population and staff awareness, parental attitude and encouragement to report incidents From Jan 06 - Sept 08, 22 schools received reports schools from HMle. There were no comments relating to race equality in 10 of the reports. 9 schools had well developed polices and procedures and 3 schools received comments indicating further development was required.
1.2	Race equality co-ordinator identified in each establishment	<ul style="list-style-type: none"> Response to and recording of incidents Promoting positive behaviour initiatives Develop an ethos of tolerance and respect Organise community events and mentoring schemes 	June 2006 To be reviewed annually	Heads teachers, pre 5 heads	<ul style="list-style-type: none"> Reduction in racist incidents Number of events held Number of buddying or mentoring schemes established 	<ul style="list-style-type: none"> Racist incidents fell between 2003-04 and 2006-07, but increased in 2007-08 due to increased BME population and staff awareness, parental attitude and encouragement to report incidents. 27.6% of schools reported holding up to 20 events per school during the life of the plan Buddying or mentoring schemes are established in all but one primary and one special school.
1.3	Staff development though mandatory, annual awareness raising and further training through	<ul style="list-style-type: none"> Ensure annual update Provide range of training Co-ordinators training day held on May 06 and to establish annual pattern 	2006-2008 on an annual basis	Education officer with citizenship remit, head teachers, pre 5 heads and customer support manager	<ul style="list-style-type: none"> Monitoring of compliance Numbers taking up training opportunities 	<ul style="list-style-type: none"> Annual update meeting held for race equality co-ordinators Number of staff taking up training opportunities reported in annual progress report on promoting race

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	inservice catalogue					equality in education
1.4	Promote race equality through curriculum delivery	Audit delivery through aspects of curriculum <ul style="list-style-type: none"> ▪ Religious education ▪ Personal and social development ▪ Social Studies ▪ Education for citizenship 	June 2007 Dec 2007 Mar 2008 Jun 2008	Head teachers, pre 5 heads	<ul style="list-style-type: none"> ▪ Reduction in racist incidents ▪ Pupil awareness of cultural diversity 	<ul style="list-style-type: none"> ▪ Racist incidents fell between 2003-04 and 2006-07, then rose in 2007-08 due to increased BME population and staff awareness, parental attitude, and encouragement to report incidents. ▪ 72.3% of schools rated themselves as very good or excellent in promoting equality and fairness ▪ 75.4% of schools rated themselves as very good or excellent in ensuring equality and fairness
1.5	Support materials in equalities and discrimination	<ul style="list-style-type: none"> ▪ Identify suitable resources for establishments 	By Jun 06 then ongoing	Education officer, customer support manager, head teachers, pre 5 heads	<ul style="list-style-type: none"> ▪ Teacher and pupil satisfaction with resources 	<ul style="list-style-type: none"> ▪ 78.5% of schools reported staff satisfaction with resources. 61.5% of schools reported pupil satisfaction with resources
1.6	Awareness raising parents	<ul style="list-style-type: none"> ▪ Promotion of policy ▪ Provision of training 	Apr 2006 then ongoing	Head teachers pre 5 heads with support from education officer and customer support manager	<ul style="list-style-type: none"> ▪ Number and range of opportunities for parents 	<ul style="list-style-type: none"> ▪ Annual meetings of race equality co-ordinators, staff development opportunities through inservice catalogue and corporate training. Equalities raised with parent council members attending recruitment training March 08. Further training planned for 2009.
1.7	Provision of interpretation facilities	<ul style="list-style-type: none"> ▪ Identify suitable providers ▪ Make service available in line with policy 	Jan 2006 annually	Head of planning and community services	<ul style="list-style-type: none"> ▪ Customer requests satisfied 	<ul style="list-style-type: none"> ▪ Staff of Renfrewshire council who volunteered have been used ▪ Establishments have been given details of interpretation and translation services ▪ More than 20 requests for translation and interpretation* were identified. Most were satisfied through community volunteers, Renfrewshire staff or external translation services were identified.

* Head teachers were asked about translation and interpretation separately. Responses showed the terms were used interchangeably so they were combined.

	IMPROVEMENT AREA	KEY TASKS TO BE ACHIEVED	TIMETABLE	OFFICER RESPONSIBLE	MEASURE OF ACHIEVEMENT	PROGRESS
1.8	Partnership with parents and community organisations to be included in consultation and development of policies	<ul style="list-style-type: none"> ▪ Identify relevant policies ▪ Identify relevant consultees for each policy ▪ Conduct focus groups with minority ethnic members communities 	2006 2006	Head of planning and community services, headteachers, pre 5 heads and customer support manager	<ul style="list-style-type: none"> ▪ Numbers involved 	<ul style="list-style-type: none"> ▪ Focus groups were held in relation to the race equality policy and provision of services ▪ School boards were, and parent councils are, routinely consulted on policy development
1.9	Education authority and schools to meet level three of Commission for Racial Equality - Standard for Racial Equality for Local Government in Scotland	<ul style="list-style-type: none"> ▪ Authority and all schools have written racial equality policy statements ▪ Authority and all schools have plans which include arrangements for monitoring and achieving their racial equality policy ▪ Results of ethnic monitoring against an equality policy and consultation with the whole school community are used to review the policy 	2006 2006 2008	Head of planning and community services head teachers and pre 5 heads	<ul style="list-style-type: none"> ▪ Level three standards met 	<ul style="list-style-type: none"> ▪ 93.8% of schools have written race equality policy or equality policy, including race equality. 92.3% of schools regularly monitor their policy, to contribute to its success. 78.4% of schools have reviewed their policy in the last 3 years. ▪ 83.1% of schools included the results of impact assessment in their review and 63.1% involved the whole school community.
1.10	Assess the impact of policies including the race equality policy and implementation plan on pupils, parents and staff from different ethnic backgrounds.	<ul style="list-style-type: none"> ▪ Assess impact of council policies ▪ Prepare guidelines on assessment of impact of policies from schools 	2006-2008 May 2006	Education manager (policy and strategy), customer support manager, head teacher, and pre-5 heads	<ul style="list-style-type: none"> ▪ Records of impact assessment 	<ul style="list-style-type: none"> ▪ Schools and services to submit monitoring forms annually from June 08 ▪ 1,333 school policies have been impact assessed for race equality ▪ Guidance and examples prepared and circulated at training workshop in May 06
1.11	Ensure pupils for whom English is a second or other language have appropriate bilingual support	<ul style="list-style-type: none"> ▪ Annual evaluation 	June 06 and annually	Specialist peripatetic support service manager head teachers and pre 5 heads	<ul style="list-style-type: none"> ▪ Headteacher satisfaction ▪ Pupil satisfaction ▪ Parent satisfaction 	<ul style="list-style-type: none"> ▪ Annual evaluations returned to the specialist service manager. The consultation showed a majority of parents, pupils and head teachers are satisfied. Concerns remain about the level of resources to meet new and increasing demands

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1.12	Involvement with race equality networks	<ul style="list-style-type: none"> ▪ Centre for education race equality in Scotland (CERES), Equality and Diversity education officers network Scotland (EDEONS) ▪ West of Scotland Regional Equality Council (WSREC) ▪ Moving on Race Equality in Scotland (MOREIS) ▪ Show Racism the red card (SRTRC) 	<p>2006-2008 2006-2007 2006-2008 2006-2008</p>	Education officer and customer support manager	<ul style="list-style-type: none"> ▪ Joint working and training 	<ul style="list-style-type: none"> ▪ Attendance at EDEONS meetings ▪ Involvement in annual competition till 2007 ▪ Annual seminar till 2006 ▪ 2 Primary schools participated in SRTRC competition 2007-08. <p>One primary and 2 secondaries made successful bids for funding for the October antiracist fortnight in 2006. Three primary schools attracted this funding in 2007.</p> <p>SRTRC provided a workshop using their video 'A Safe Place' in session 2007-08.</p>

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1.13	Continue to take race equality into account in developing and reviewing policies	Systematically build race equality into policies on <ul style="list-style-type: none"> ▪ Attainment, progress and assessment ▪ Behaviour, discipline and exclusion ▪ Admission and attendance ▪ Curriculum ▪ Social inclusion ▪ Personal development and pastoral care ▪ Teaching and learning ▪ Working with parents and communities ▪ Racial harassment, bullying and school values ▪ Staff recruitment and professional development ▪ Procurement and outsourcing 	2006-2008	Education manager (policy and strategy), head teachers and pre-5 heads	<ul style="list-style-type: none"> ▪ Impact assessment of policies undertaken and policies revised from race equality perspective 	<ul style="list-style-type: none"> ▪ 1333 policies have been race equality impact assessed by schools, 83 by central support services and community services. Policies include <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Policy</th> <th style="width: 20%;">% of schools impact assessing</th> </tr> </thead> <tbody> <tr> <td>Attainment, progress and assessment</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Behaviour, discipline and exclusion</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Admission and attendance</td> <td style="text-align: center;">27.7</td> </tr> <tr> <td>Curriculum</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Social Inclusion</td> <td style="text-align: center;">26.2</td> </tr> <tr> <td>Personal development and pastoral care</td> <td style="text-align: center;">49.2</td> </tr> <tr> <td>Teaching and learning</td> <td style="text-align: center;">47.7</td> </tr> <tr> <td>Working with parents and communities</td> <td style="text-align: center;">27.7</td> </tr> <tr> <td>Racial harassment, bullying and school values</td> <td style="text-align: center;">49.2</td> </tr> <tr> <td>Staff recruitment and professional development</td> <td style="text-align: center;">30.8</td> </tr> <tr> <td>Procurement and outsourcing</td> <td style="text-align: center;">7.7</td> </tr> <tr> <td>Other</td> <td style="text-align: center;">18.5</td> </tr> </tbody> </table>	Policy	% of schools impact assessing	Attainment, progress and assessment	40	Behaviour, discipline and exclusion	60	Admission and attendance	27.7	Curriculum	60	Social Inclusion	26.2	Personal development and pastoral care	49.2	Teaching and learning	47.7	Working with parents and communities	27.7	Racial harassment, bullying and school values	49.2	Staff recruitment and professional development	30.8	Procurement and outsourcing	7.7	Other	18.5
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2. Promoting Cultural Diversity

	IMPROVEMENT AREA	KEY TASKS TO BE ACHIEVED	TIMETABLE	OFFICER RESPONSIBLE	MEASURE OF ACHIEVEMENT	PROGRESS
2.1	Establish display materials celebrating cultural diversity	<ul style="list-style-type: none"> ▪ Identify relevant material ▪ Disseminate good practice 	June 2006 annually	Head teachers Pre 5 heads	<ul style="list-style-type: none"> ▪ Range of materials displayed in all schools 	<ul style="list-style-type: none"> ▪ 72.3% of headteachers are satisfied with the range of race equality materials displayed in their schools
2.2	Every school establishment to communicate their policy to staff, pupils and parents	<ul style="list-style-type: none"> ▪ Improvement plans ▪ Handbooks ▪ Newsletter (regular updates) ▪ Parents / Public meetings ▪ Staff development ▪ Pupil Councils 	June 2006 Dec 2006 Annually Dec 2008 Annually Annually	Head teachers pre 5 heads	<ul style="list-style-type: none"> ▪ Evidence of good practice 	<ul style="list-style-type: none"> ▪ Education officers note evidence of good practice in school improvement plans and customer support manager notes evidence of good practice in school handbooks
2.3	Ensure references to cultural diversity in service, divisional, sector and establishment plans; inservice and staff training	<ul style="list-style-type: none"> ▪ Annual review and update of plans ▪ Staff encouraged to take up relevant training 	Annually Annually	Education manager (learning and teaching), Head teachers pre 5 heads	<ul style="list-style-type: none"> ▪ Implementation of plans ▪ Numbers taking up training opportunities 	<ul style="list-style-type: none"> ▪ Education officers monitor plans ▪ Numbers taking up training opportunities are reported annually in the progress report on promoting race equality in education
2.4	Ensure activities do not cut across religious or cultural festivals	<ul style="list-style-type: none"> ▪ Promotion of main festivals ▪ Provide information in handbook 	2006-2008 2006-2008	Head teachers pre 5 heads	<ul style="list-style-type: none"> ▪ Evidence of good practice 	<ul style="list-style-type: none"> ▪ Head teachers, especially primary, provide evidence of celebration of religious and cultural festivals
2.5	Ensure appropriate resource material is available in establishments	<ul style="list-style-type: none"> ▪ Identification, production and distribution of appropriate resource materials 	Annually	Head teachers pre 5 heads, education adviser and customer support manager	<ul style="list-style-type: none"> ▪ Teacher, pupil satisfaction with resource materials 	<ul style="list-style-type: none"> ▪ 80% of head teachers and 60% of pupils are satisfied with resource materials
2.6	Communication to parents and guardians accessible in terms of plain English with opportunities for translation into community languages and formats to suit people with disabilities when requested.	<ul style="list-style-type: none"> ▪ Provide interpretation and translation in line with policy ▪ Inform people of availability of this service through publications 	2006-2008 Annually	Head teachers, Pre 5 heads, customer support manager	<ul style="list-style-type: none"> ▪ Customer satisfaction with communication 	<ul style="list-style-type: none"> ▪ More than 20 requests for interpretation or translation* were identified. Most were satisfied through use of community volunteers, Renfrewshire staff or external translation services.

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2.7	Increase opportunities for children and young people to participate in events which promote cultural diversity	<ul style="list-style-type: none"> ▪ Build on the arts service, cultural co-ordinator's programme of involving pupils in activities with artists of different ethnic backgrounds 	Annually	Arts and museums manager, cultural co-ordinators cultural links officer headteachers, pre 5 heads	<ul style="list-style-type: none"> ▪ Range of opportunities provided ▪ Number of workshops offered 	<ul style="list-style-type: none"> ▪ Arts programme included 4 cultural diversity/anti-sectarianism workshops delivered to 110 participants through Cultural Co-ordinators, in partnership with the National Library, to mark 200th anniversary of the abolition of slavery ▪ The Council hosted the Singing Children of Africa choir at Paisley Town Hall. This was also a civic reception. The arts service delivered 5 workshops to 600 students as a complementary project ▪ Algebra of Freedom – drama written by Raman Mundair performed at Paisley Arts Centre, dealing with issues of war on terror, misidentification and suspicion of non-whites ▪ Skin – multicultural dance performed at Paisley Arts Centre, with choreographers from Japan and South Africa ▪ 6 schools have commissioned workshops/performances from PACE in 2008-09 to involve pupils in drama productions dealing with race equality issues ▪ In October 2006 and October 2007 Arkleston primary school received funding from Show Racism the Red Card to hold a series of events for pupils and parents celebrating Indian culture and Chinese culture.

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3. Monitoring

	IMPROVEMENT AREA	KEY TASKS TO BE ACHIEVED	TIMETABLE	OFFICER RESPONSIBLE	MEASURE OF ACHIEVEMENT	PROGRESS
3.1	Review by school review team will include review of equalities policies and consider developments in tackling racism	<ul style="list-style-type: none"> ▪ Incorporate in reviews ▪ Ensure that review team is aware of relevant quality indicators and audit tools and are able to use them 	<p>June 2006 June 2006</p>	School review team (SRT)	<ul style="list-style-type: none"> ▪ Evidence in records of reviews 	<ul style="list-style-type: none"> ▪ No specific notes found in a selection of reviews. Raised at SRT meeting August 2008. HGIOS 3 indicators on equality and fairness in use to support the key role of monitoring.
3.2	Analysis of attainment, attendance and exclusion by ethnic category (SEEMIS)	<ul style="list-style-type: none"> ▪ Collection of data ▪ Analysis of data ▪ Publication of data ▪ Use of data by establishments to ensure improvement 	Annually	<p>Head teachers customer support manager</p> <p>Head teachers</p>	<ul style="list-style-type: none"> ▪ Annual report on progress to education policy board 	<ul style="list-style-type: none"> ▪ Data reported annually as part of the progress report on promoting race equality in education ▪ Annual discussions of data at school level by SRT
3.3	Monitor racist incidents Annual collation of data on racist incidents reported to lifelong learning and work policy board with assessment of impact of authority policy by December each year.	<ul style="list-style-type: none"> ▪ Collect completed monitoring form ▪ Analyse and publish data ▪ Action on data results <p>Assess impact on:</p> <ul style="list-style-type: none"> ▪ Attainment ▪ Attendance ▪ Exclusion ▪ Incidents 	Annually	<p>Customer support manager</p> <p>Head teachers and pre 5 heads</p>	<ul style="list-style-type: none"> ▪ Reduction in number of incidents 	<ul style="list-style-type: none"> ▪ Racist incidents fell between 2003-04 and 2006-07 but rose again in 2007-08, due to an increase in BME populations, staff awareness and encouragement to report as well as parental attitude
3.4	Regular review of policies and procedures for dealing with racism built into the school improvement plans	<p>Build issues of racism into</p> <ul style="list-style-type: none"> ▪ Existing monitoring system and systems for support and challenge 	Annually	Head teachers, pre 5 heads, link advisers	<ul style="list-style-type: none"> ▪ Evidence in evaluation of improvement plans 	<ul style="list-style-type: none"> ▪ All establishments complete a review of progress in the school improvement plan. This covers all key areas of HGIOS. This includes reference to equality and fairness where schools also comment on impact assessment, etc. ▪ 81.5% of schools have evidence of review of racism policy and procedures in improvement plans
3.5	Ethnic monitoring of staff	<ul style="list-style-type: none"> ▪ Applicants ▪ Training ▪ Promotion ▪ Grievance ▪ Discipline ▪ Leaving Council 	Annually	Customer support manager with corporate services.	<ul style="list-style-type: none"> ▪ Reports from Resource Link to the policy board 	<ul style="list-style-type: none"> ▪ Ethnic monitoring of staff included in progress report on promoting race equality in education in 2007 and 2008

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3.6	Monitoring by senior managers	<ul style="list-style-type: none"> ▪ Impact of policy ▪ Development planning ▪ Results of data 	Annually	School SMT Link , Education officer, education manager (planning and performance)	<ul style="list-style-type: none"> ▪ Improvement in policy and practice ▪ Issues tackled in plans ▪ Improved results 	<ul style="list-style-type: none"> ▪ 52.3% of schools have evidence of improvements in policy and practice. 61.5% of schools have evidence of plans to tackle race equality issues while only 18.5% of schools have evidence of improved results ▪ Education manager (planning and performance) will raise with SRT to ensure the key role of monitoring.
3.7	Completion of annual corporate equalities checklist	<ul style="list-style-type: none"> ▪ Collect information on progress from schools and services 	Annually	Customer support manager	<ul style="list-style-type: none"> ▪ Completed checklist 	<ul style="list-style-type: none"> ▪ Annual equalities checklist provided by chief executive's department completed when required