

REPORT TO: EDUCATION COMMITTEE – 16TH MAY 2005
REPORT ON: RACE EQUALITY POLICY
REPORT BY: DIRECTOR OF EDUCATION
REPORT NO: 317-2005

1.0 PURPOSE OF REPORT

1.1 This report seeks approval for the Education Department's Race Equality Policy (REP) for Educational Establishments. This revises the authority's Anti-Bullying and Anti-Racist Policy and Guidelines and is compliant with the Race Relations (Amendment) Act 2000 and the Race Relations Act (Specific Duties) Scotland) Order 2000.

2.0 RECOMMENDATIONS

2.1 The Committee is asked to:

- i) note and approve the Education Department Race Equality Policy, and
- ii) instruct the Director of Education to monitor the implementation of the policy and report on progress periodically.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising from this report.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 These developments will extend support and offer guidance to schools to ensure that all pupils are included regardless of their personal beliefs, race, gender or sexuality.

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 These developments will improve the equality of access to educational opportunities for all pupils in Dundee schools. They will promote the elimination of unlawful racial discrimination as well as the development of good relations between different racial groups.

6.0 BACKGROUND

- 6.1 The Race Relations Amendment Act 2002, the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002 and specific statutory duties on the Education Department have necessitated a review of how Local Authority Education Departments undertake equality work. The aim of the Education Department is still to promote a culture in schools where everyone is valued
- 6.2 The Education Department has worked closely with The Commission for Racial Equality and Her Majesty's Inspectorate of Education in the development of the revised policy
- 6.3 The attached draft Policy and Action Plan give details of how the Education Department will ensure compliance with these new legal requirements.
Race Equality Policy - Appendix 1

The Education Department last issued guidelines relating to Race Equality for Educational Establishments in October 2003. These were developed within the framework of

- the Scottish Executive's National Priorities for Education; and
- the Race Relations Amendment Act 2002.
- the Race Relations Act 1976 (Statutory duties) (Scotland) order 2002
- the Race Relations Act (Specific Duties) (Scotland) Order 2002

It has been necessary to revise these guidelines as the full implications of the implementation of national guidelines and legislation have become clearer.

7.0 PROPOSALS

- 7.1 The Education Department is committed to inclusive school communities where respect for others is promoted and there is support for all pupils. In particular
- All schools will be proactive in monitoring the experiences of pupils, staff and parents from ethnic minority backgrounds
 - Schools will be encouraged to consult fully with pupils, parents and staff from ethnic minority backgrounds
 - All schools must recognise the change in law that requires the recording of all racist incidents and be vigilant that procedures for investigating racist incidents are adhered to
 - Schools should refer to RIMAP (Racist Incident Multi-Agency Panel) for help and advice in responding to racist incidents and promoting good race relations.
 - Schools and services should develop partnerships to promote race equality
- 7.2 The Education Department will continue to support schools by providing training opportunities for staff on the implications of the Race Equality Policy and other related issues.
- 7.3 The Education Department will implement the policy to ensure that ethnic data is recorded, monitored and published. Information gathered will inform the

Department of trends and needs which can be addressed through targeted resourcing, training and further policy development

- 7.4 The Education Department will undertake impact assessment on current and prospective policies to ensure that no policy will have an adverse effect on people from ethnic minority backgrounds

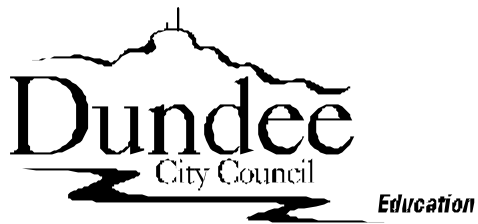
8.0 CONSULTATION

- 8.1 This report has been the subject of consultation with the Chief Executive, Depute Chief Executive (Support Services), Depute Chief Executive (Finance), Education Department SMT, Head Teachers and the City-wide Pupil Council.

9.0 BACKGROUND PAPERS

- 9.1 None.

Anne Wilson
Director of Education
29th April 2005



**Race Equality Policy
and
Guidelines
for
Dundee City Council Educational Establishments**

Policy and Guidelines implemented from 2003
Revised Policy approved: October 2005
Revised Policy to be reviewed: October 2008

If you have been the victim of a racial incident or want further information please contact, in the first instance.

John Kelly
Advice and Conciliation Officer
Floor 8
Tayside House
Crichton Street
Dundee

Telephone:01382 433477

Abbreviations used in this document and accompanying Action Plan

REP Race Equality Policy
RESG Race equality Steering Group
SMT Senior Management Team
ESM Education Services Manager
ERM Education Resources Manager
EO Education Officer
QIO Quality Improvement Officer
CPD Continuous Professional Development
CAO Chief Administrative Officer
SESW Senior Education Social Worker

CONTENTS

	Page	
1.0	Introduction	1
2.0	Vision & Aims	1
3.0	Background	2
4.0	Legal framework	3
5.0	Background information	3
6.0	Roles and responsibilities	4
7.0	Fulfilling the general duty	6
8.0	Fulfilling specific duty	7
	8.1	Planning and developing policy
	8.2	Collecting ethnic data
	8.3	Monitoring and evaluation
	8.4	Publishing ethnic data
	8.5	Reviewing and assessing impact of policies
	8.6	Learning and teaching
	8.7	Staff development and training
	8.8	Employment
9.0	Policy and its communication	11
10.0	Breaches of policy	12

Appendices

Appendix 1	Information on Ethnic Population
Appendix 2	Information on Ethnic background of pupils and staff Key to the Proformas
Appendix 3	Receiving, investigating, responding to, recording and monitoring racist incidents
	3.1 Introduction
	3.2 Form A - Proforma to record racist incidents
	3.2 Form B - Proforma to be used where RIMAP meeting is requested
	3.3 Flowchart on the procedures for dealing with an incident
	3.4 Advice on dealing with incidents
	3.5 Exemplar letter to notify parents of incident
Appendix 4	Building Equality into other policies
Appendix 5	Helpful Approaches
Appendix 6	Related documents
Appendix 7	List of useful organisations

1.0 INTRODUCTION

The Race Equality Policy amends, in line with the Race Relations (Amendment) Act 2000, the Anti-bullying and Anti-Racist Policy adopted by the Education Committee of Dundee City Council in September 2003. This is designed to provide the Education Department with a clear focus on Race Equality across the range of its activities. The revised policy will have explicit links with other policies relating to all aspects of equality and to other relevant policies in areas such as Staffing, Quality Improvement and Pupil Support.

The Dundee City Council Education Authority Race Equality Policy has been developed within the framework of Dundee City Council's Race Equality Scheme. It applies to all educational establishments, services and projects under the management of the Education Authority and to all aspects of education within these establishments, services and projects.

Scotland benefits from being a multicultural society and that ethnic diversity should be valued and celebrated. All individuals, whatever their race or ethnic origin have equal rights, responsibilities and opportunities so every opportunity must be taken to integrate persons from all races. Race discrimination and racism are harmful and unjust, not only to victims but also to the country as a whole because they prevent members of our community making their full contribution to the life and wealth of the nation.

The Education Authority recognises the cultural diversity of Dundee City and is committed to the development and improvement of mechanisms to promote

- race equality
- good relations in all aspects of education
- the elimination of unlawful discrimination
- the principles of equality of opportunity and social justice
- and ensure equal opportunities
- the tackling of social exclusion.

All forms of harassment, abuse or unfair discrimination are unacceptable and will not be tolerated within Dundee City Council's (DCC) educational establishments. DCC will not accept racism within its educational establishments.

2.0 VISION AND AIMS

The Education Department is committed to *Valuing Learners Valuing Learning*. This approach to Lifelong Learning helps to make Dundee, City of Discovery, a place where learning is highly valued and contributes significantly to the well being of the city and its population.

These are the shared aims for everyone in the Education Department. Every member of staff has a key role to play and a valuable contribution to make in achieving these aims.

Through the work of all staff in all establishments and services the Education Department aims to

- ensure that all learners achieve their highest potential
- ensure equality of opportunity for all
- promote a culture where everyone is valued equally and all achievements are recognised

- ensure that all learners experience the broadest range of personal development opportunities
- work in partnership with the home, the community and other services
- develop an inclusive ethos which supports all staff in providing the highest quality education services
- ensure that all services achieve best value consistent with high quality educational provision

3.0 BACKGROUND

3.1 What do we mean by racism?

Racism is the belief that some 'races' are superior to others – based on the false idea that different physical characteristics (like skin colour) or ethnic background make some people superior to others.

Racism adversely affects the lives of many minority ethnic, refugee, Gypsy-Traveller and non-Scottish (including English) children and families. In addition it concerns staff as a possible cause of underachievement and a negative influence on ethos and behaviour. Racism operates in all aspects of life, including the educational aspect. This can be manifested at both an institutional and a personal level. It is essential that staff are aware of what racism is and are vigilant in ensuring it is challenged and eradicated.

Racial discrimination can take a number of different forms. Discriminatory incidents require to be dealt with both proactively and reactively. Educational establishments and workplaces are expected to be vigilant in eradicating racism in all its forms and challenging any behaviour, which might be construed as racist or likely to incite racism. Proactive work to counter the effects of institutional racism is a central component of the Department's Race Equality Strategy.

1

Dundee City Council recognises the need to update and further develop existing guidance on countering racism. This policy builds on and further develops previous work in this area and represents a revision of the September 2003 Anti- Racist and Anti-Bullying Policy.

This policy sets out to address institutional racism and racial discrimination as defined below.

'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*

'Racial discrimination occurs when you 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.' *Commission for Racial Equality*

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. It may not be deliberate, but is nonetheless unlawful.

The Education Department recognises

- its duty under the Race Relations Act 1976 to ensure that its education services are provided in ways that do not discriminate on grounds of race
- that a lack of race equality may limit the educational achievement of black and minority ethnic young people
- its commitment to actively promoting race equality and addressing all forms of racial discrimination throughout its educational establishments
- that telling racist jokes or using offensive racist language constitutes racist incidents whether or not black or ethnic minority people are present
- its responsibility to raising the awareness of all employees to issues surrounding Race Equality and to the promotion of positive relationships between and across all groups.

4.0 LEGAL FRAMEWORK

The Race Relations Act 1976 (amended 2000 and 2003) outlaws

- Discriminations – direct and indirect
- Harassment
- Victimisation

This applies to all functions of public bodies and to the private sector where they are carrying out public duties.

The obligation to have a Race Equality Policy is contained in The Race Relations Act (RRAA) 1976 (Statutory Duties) (Scotland) (Order2001)

The Act imposes a general duty on public authorities to promote race equality and good relations between persons of differing race and ethnic groups.

The RRAA also places specific duties on the Education Department. The Department is required to have a Race Equality Policy (REP) that applies to all schools under its management.

The Commission for Racial Equality (CRE) has powers to enforce the statutory duties.

5.0 BACKGROUND INFORMATION

5.1 Pupil population

Dundee City Council Education Authority provides statutory education for almost 20,000 pupils in 1 Special school, 10 Secondary schools and 41 primary schools. Pre-school education is provided for almost 3000 children in 13 Education Authority nurseries, 21 nursery classes in primary schools and 23 partner providers.

The ethnic minority population in Dundee City is lower than in other main Scottish Cities. Dundee City is a compact city and ethnic minority groups and individuals live in a diverse range of communities. In providing services the Education Department must take account of the particular racial mix and distribution of people from ethnic minority groups. In 2003, the English as an Additional Language Service (EAL) recorded that pupils in

primary schools used a range of 49 different first languages. This service offers support to pupils and families who are new to English.

A detailed breakdown of the population, based on the 2001 census is included at Appendix 1.

After the Scottish white population, the largest ethnic group in Dundee City is Pakistani.

5.2 Ethnic background of pupils and staff

Details of the ethnic background of all pupils have been recorded through the ScotXed project from June 2002. This information is now held electronically on each school's Phoenix database

Details of the ethnic background of school staff was recorded, through ScotXed, for the first time in September 2002

The ethnic categories used were those determined by The Scottish Executive.

Details of the current information are shown in Appendix 2

It is important to note that information relating to ethnic background is indicated only if individuals wish to give that information

5.3 Recording and Monitoring

Ethnic monitoring is an essential aspect of the work of the Department.

The designated senior officer will

- ensure that information relating to ethnic background, attainment and racial incidents is recorded, monitored and published

The designated officer will use the results of monitoring to

- inform establishments and the Department of trends and needs which can then be addressed through targeted resourcing, training and policy development
- plan action in relation to important areas of the Department's work such as raising achievement and supporting pupils
- ensure that pupils, staff and parents from ethnic backgrounds have the same life chances as other sections of the community of Dundee

The designated officer will seek to eliminate racial discrimination, promote racial equality and good race relations by

- ensuring that guidelines relating to these issues are implemented
- co-ordinating work to promote good race relations and racial equality
- ensuring that the correct procedures, in relation to racist incidents, are followed
- ensuring that everyone is aware of systems and procedures to support victims and witnesses of racist incidents
- ensuring that Racist Incident reports are collated, published and acted upon

5.4 Publishing statistics

The designated officer will ensure that information relating to ethnic background, attainment and racial incidents is published annually and made available to parents, pupils, staff and community groups in a variety of appropriate forms including information leaflets, School Handbooks and reports.

The results of ethnic monitoring at department level will be included in the Education Department Standards and Quality Report which is presented to the Education Committee and subsequently published. Copies of the Standards and Quality report are distributed to all educational establishments, School Boards and PTAs. It is available to

the wider community from the Education Department, on the internet and in libraries. A summary of the Standards and Quality Report is carried by the local press and summary leaflets are also produced. Progress towards targets will be tracked. Reports based on these statistics will be shared with all educational establishments. Heads of Establishments will be responsible for sharing the Standards and Quality Report with staff, pupils and parents as appropriate.

6.0 ROLES & RESPONSIBILITIES IN PROMOTING RACIAL EQUALITY, GOOD RELATIONS BETWEEN PERSONS FROM DIFFERENT RACIAL GROUPS AND ELIMINATING DISCRIMINATION

It is the responsibility of everyone to ensure that the RRAA is implemented effectively in Dundee City Council Education Department. However there are very specific responsibilities for certain members of the team.

6.1 It is the responsibility of the Education Department to;

- a. designate a Senior Officer to monitor progress in key areas of racial equality
- b. maintain Racial Equality as a standing item on the Senior Management Team agenda
- c. maintain, communicate, implement and monitor a Race Equality Policy
- d. ensure that all staff within establishments are aware of the REP
- e. ensure that all persons such as visitors and contractors who are likely to use an Educational Establishment are aware of the policy
- f. raise awareness of issues related to racial equality
- g. provide direction and guidance on procedures and strategies
- h. provide a confidential service where people can access information and report incidents
- i. forward reports of RIs to RIMAP and be an active partner in the work of RIMAP
- j. ensure that all establishments operate within the policy and procedures
- k. cause policies, procedures and ethos to be monitored and reviewed, using impact assessment procedures in each establishment
- l. undertake an annual survey to inform future actions in relation to the promotion of racial equality, the elimination of discrimination and the promotion of good race relations
- m. report to the Education Committee of Dundee City Council as required
- n. publish relevant statistics in appropriate formats which do not identify individual people
- o. provide in-service training and staff development opportunities
- p. provide information for parents and the wider community in plain English and with appropriate translation

6.2 It is the responsibility of management in every education establishment to;

- a. identify a member of senior staff as the Racial Equality Coordinator
- b. ensure a safe and supportive environment for all pupils, staff, parents and visitors
- c. inform all staff, parents, pupils and users of the existence of the REP
- d. inform all staff, parents, pupils and users of the procedures for deploying and implementing the REP
- e. ensure that new members of staff, supply teachers, contractors etc are made aware of the REP and its implications
- f. maintain the Education Department Race Equality Policy
- g. brief staff on racial equality issues annually
- h. ensure that pupils, parents and staff have mechanisms through which discussion, impact assessment, consultation and development can take place

- i. make appropriate use of the Council's Interpreting and Translation service and the English as an Additional Language service
- j. create an ethos and appropriate procedures whereby the establishment community feels empowered to challenge racism and report incidents and where confidentiality is assured
- k. inform all staff, parents, pupils and users of relevant sources of support
- l. deal with any racist incidents according to policy and procedures laid down by the Education Department
- m. build appropriate review processes, including racial impact assessments, into their development plans and procedures for sharing relevant reports with staff, pupils and parents as appropriate
- n. work in partnership with the School Board, Parent Teacher Association and other parent groups
- o. promote good race relations within the community around the establishment
- p. draw up action plans to address the results of the review process
- q. keep logs of racist incidents, monitor incidents using the appropriate format, identify patterns of behaviour and provide the Education Department with statistics
- r. refuse to tolerate any form of racial harassment of pupils, users or staff in schools or other education centres.
- s. put measures in place to respond appropriately to identified trends or incidents
- t. embed proactive work through the curriculum, Pupil Council and policies such as Attainment, Staffing etc.
- u. identify training needs with all employees
- v. address training needs of employees
- w. monitor uptake, quality, relevance and benefit of training offered

6.3 All staff members in Education Establishments are expected to

- a. create an ethos where everyone feels valued and safe from discrimination and inequality
- b. challenge racism and promote racial equality through the curriculum and working practices
- c. take up staff development and training opportunities which are relevant to them

6.4 It is the responsibility of the Race Equality Coordinator to

- a. oversee the policy and its implementation
- b. ensure that racial equality is at the centre of all policy making within the establishment
- c. attend training on procedures for recording and responding to racial incidents
- d. coordinate incident reports for the establishment
- e. submit incident reports to Education Department
- f. assist the management team to monitor and analyse the record of incidents
- g. support the development of a positive establishment ethos

6.5 and, in consultation with the Staff Development Coordinator, to;

- a. disseminate information about relevant staff development opportunities related to Racial Equality
- b. encourage staff to attend appropriate courses related to Racial Equality
- c. monitor, according to ethnic background, those who take up training and development opportunities
- d. ensure racial equality in terms of access to and uptake of training and development opportunities

7.0 FULFILLING THE GENERAL DUTY

The Education Department has due regard to the need to

- eliminate unlawful racial discrimination; and
- promote equality of opportunity and good relations between persons of different racial groups.

The **Education** Department will

- provide information, policy, guidelines and training
- participate in development of policy and materials at local and national level
- organise and participate in events to bring persons from different racial groups together and to celebrate diversity in Dundee City

The Education Department recognises that the curriculum - formal, informal and hidden - is a powerful tool in countering racism and promoting good relations between persons of different racial groups

At **whole school** level this will include

- a reassessment of the school's aims, ethos, behaviour, policies and procedures to acknowledge the collective responsibility of the whole school community in tackling racial discrimination and promoting racial equality and good relations between persons from different racial groups
- steps being taken to ensure that all people are welcome, are treated with equal value and that they feel safe in all parts of the building
- an audit to ensure that the images and attitudes displayed promote good race relations and racial equality
- a commitment to ensure that all communication to home or the public should be in plain English and should comply with the interpretation and translation needs and requests of parents or users
- a commitment to ensuring that signs and notices around the building are written in the main community languages of Dundee. This not only makes parents, pupils and users for whom English is an additional language feel welcomed, but also raises the status of community languages for the whole community.

At the **Nursery** stage this will include

- looking at feelings and discussing with children the kinds of behaviour which cause hurt to others
- encouraging children to think positively about similarities and differences
- reading stories which introduce children to people from a wide variety of backgrounds through pictures and positive role models
- inviting, into the nursery, people who reflect a diverse community
- ensuring through discussion and Circle Time activities that children have the opportunity to raise and discuss any matters which are troubling them such as name-calling, bullying, unequal access to certain activities and so on
- expressive arts from all cultures

At the **Primary** stage this will include

- encouraging young people to resolve personal animosities and tensions which have found expression in an incident, through, for example conflict resolution, mediation, peer mediation, Circle Time, group work.

- investigating issues such as diversity and racism through studies of the local community, local history, literature, art and media, etc.
- reading books, which tackle issues of discrimination, bullying and diversity
- looking at historical topics which raise issues of discrimination and the effects of this on society
- participating in cultural events to promote understanding
- expressive arts from all cultures

At the **Secondary** stage this will include

- dealing with discrimination which may be underpinning unacceptable behaviour
- discussing scenarios and possible solutions
- drama which can also play an important part in addressing such issues
- promotion of world wide cultures and performing arts

8.0 FULFILLING THE SPECIFIC DUTY

8.1 Planning and developing policy

As part of the Education Department's Quality Improvement Strategy

(Revised 2004) systems are in place to assess the impact of policy development on race equality issues. The Education Department will use the DCC Equality Implications Assessment sheets to assess all existing policies by June 2005.

- All current and future policies will be reviewed to assess their impact on pupils, staff and parents from differing ethnic backgrounds
- All current policies will be further developed, as indicated by the results from assessment, to ensure that the impact on racial equality is positive
- The assessment, monitoring and setting of targets relating to Racial Equality is integrated into the annual programme of School Review, Policy Monitoring and Review, Senior Management Team Planning, Review and Evaluation programme
- The policy review process will include consultation with parents, pupils, staff and community groups. This consultation will allow stakeholders to comment on policies, their implementation and impact
- The Education Department will monitor and consider impact assessments to identify trends and patterns. Assessments will be informed by feedback from School Boards, and groups from Ethnic Minority populations, staff, pupils and parents
- The Race Equality Policy and Action Plan will be reviewed and adjusted as appropriate by the Racial Equality Steering Group and Senior Management annually

As part of each educational establishment's improvement strategy

- audit tools such as How Good is Our School 2002, A Route to Fairness and Equality and Race Equality Audit will be used to evaluate the impact of the Race Equality Policy, set targets and inform next steps
- racial equality impact assessment will be built into all policy planning and development processes
- schools will assess the impact of all relevant policies including the Race Equality Policy. (Guidance is included at Appendix 4)

8.2 Collecting ethnic data

- Rigorous procedures have been developed to record and compare information by ethnic group

- b. Pupil and staff information will be drawn from ScotXed statistics
- c. It is recognised that individuals may choose not to disclose information relevant to ethnic monitoring
- d. Non-school staff information will be categorised in line with the DCC Race Equality Scheme

Information will be collected (in relation to pupils from ethnic minority backgrounds) on

- attainment
- access to additional support
- exclusions
- attendance
- numbers who are represented on appropriate consultative groups such as Pupil Council
- racial incidents

Information will be collected (in relation to staff) on

- representation on consultative groups
- selection, recruitment and exit from employment
- pay and rewards
- training and professional development
- Staff Development and Review
- grievance and disciplinary
- racial incidents

Information will be collected (in relation to parents) on

- representation on appropriate consultative groups such as School Boards
- complaints submitted to the Education Department

8.3 Monitoring and Evaluation

- a. Data collected will be considered in all relevant contexts and annually by the Racial Equality Steering Group.
- b. A number of ethnic minority pupils in Dundee are new to English and the impact on overall attainment will be monitored
- c. Incidents relating to racial equality will be carefully considered in order that appropriate support can be offered
- d. Monitoring and evaluation will be used to ensure that impact generates change where necessary
- e. Collected data will also be remitted to the Race equality Task Group for corporate monitoring
- f. Care will be taken to ensure that monitoring does not breach the Data Protection Act or identify individuals.
- g. It is recognised that the small numbers of minority ethnic pupils at each stage may make it difficult to analyse variations in performance between pupils from different ethnic backgrounds

8.4 Publishing ethnic data

- a. As part of a transparent, accountable Department, the results of ethnic monitoring at Department level will be published annually within the Annual Standards and Quality Report which is available in all establishments, on the internet and in libraries.
- b. The results of ethnic minority monitoring on attainment will be considered at Department and establishment level and is accessible to parents and others through the School Handbook, School Standards and Quality Reports and on the internet.

- c. Ethnic data will be considered annually by the Racial Equality Steering Group. This group will feed back to Senior Management who, in turn, will speak to staff in the Department and establishments, outlining how the policy is working in all areas and what action is to be taken.
- d. The Education Department will comply with the Freedom of Information Act (Scotland)

8.5 Reviewing and assessing the impact of policies

Integral to the Education Department Development Plan is an on-going cycle of policy review. As part of this process all policies and strategies are monitored, reviewed, evaluated and updated. This process now includes an impact assessment strategy whereby there is a particular focus on how the policy impacts on pupils, staff, parents and community members of different racial groups. This impact might be neutral, positive or negative each requiring different action. In addition to this, every new relevant policy will be subject to scrutiny using the DCC impact assessment sheets to facilitate this process. This may result in review of policies, the curriculum and other aspects of life in educational establishments.

- a. Policies will be prioritised by their relevance to racial equality. Those with the most relevance will be assessed in phase 1. These will include policies relating to admission, assessment, attainment, and discipline as well as recruitment, selection and staff development. Where a service, relevant to racial equality, is outsourced or developed in partnership it is equally important to ensure that the service complies with the general duty.
- b. From April - June 2005 relevant current policies will be assessed for their impact on pupils, parents, staff and community groups from different racial groups
- c. Policies will be revised in light of this assessment from June 2005 and necessary improvements will be implemented
- d. From August 2005, all new policies will be impact assessed during development and thereafter through the review cycle
- e. Evidence from impact assessment, ethnic data monitoring and audit will lead to best use of resources to maintain and improve racial equality in education establishments
- f. Schools will be required to monitor, assess and review all relevant policies to ensure that the issue of racial equality is addressed and that there is no negative impact from any such policy
- g. Data, including attainment in 5 -14 National Assessments and SQA results, will be reviewed and analysed by schools and the Department with the aim of improving the attainment and achievement of pupils from all ethnic backgrounds
- h. Evidence from the analysis of data will lead to the development of strategies to deal more effectively with racial incidents and promote racial equality and good race relations at establishment and Department level
- i. Reported incidents will be followed up and responded to in line with policy and guidelines
- j. Attainment statistics will be discussed at school level and at annual School Review when schools will be required to outline steps to be taken in addressing issues raised through analysis, especially with regard to the attainment of ethnic minority pupils
- k. Access to and take up of training, will be monitored to help in identifying trends and patterns and to suggest ways in which the Education Department might seek to improve the experience of young people, staff and parents from ethnic minority groups.
- l. The Education Department will undertake annual follow up consultations with groups of parents, pupils, staff and others to ensure that there is on-going benefit from steps taken in light of the monitoring of information

- m. Evidence from these reviews, assessments and evaluations will help to shape future plans and decisions of the Department
- n. Plans to improve the support given to contractors and other partners in meeting the requirements of the Act will be included in The Education Department Service Plan 2006 - 2009
- o. Racial Equality issues and full implementation of the REP will be built into the Education Department Development Plan (2006 -2009) and thereafter into establishment development plans
- p. All monitoring procedures will be reviewed and evaluated annually.

2

8.6 Learning and Teaching

Learning and teaching is about much more than academic attainment. In Dundee City all achievement is valued. Performing Arts is given a high profile and participation is encouraged and supported. More work needs to be done to ascertain what the barriers might be to pupils from ethnic minority groups being more equally represented in theatre groups etc. Planned consultation with groups of young people and parents from ethnic backgrounds will help in this process and to shape plans.

The Education Department will ensure that racial equality is appropriately addressed through learning and teaching. The Department will encourage establishment staff and provide training for them to learn more about the culture and beliefs of ethnic minority groups so that good relations between all groups can be promoted effectively. Good practice will be effectively shared through a range of strategies such as workshops, Equality Forum and case studies.

In all appropriate cases translated material and interpreters will be available.

It is the responsibility of all who are involved in education establishments to ensure racial equality is addressed

at **classroom level** through

- ethos
- curriculum
- resources
- engagement of parents/carers , in particular, those from ethnic minority backgrounds

at **school level** through

- the School Development Plan
- Programmes of Study and resources
- curricular initiatives
- extra curricular opportunities
- engagement of parents/carers in particular, those from ethnic minority backgrounds
- consultation with stakeholders

Monitoring and analysis of local circumstances will lead to the development of specific, appropriate aspects in all of the above

at **Education Department level** through

- funding and targeting resources

- city-wide curricular review where all groups will demonstrate how they have taken appropriate opportunities to promote racial equality
- Quality Assurance mechanisms
- effective communication of the aims and content of the REP

8.7 Staff Development and Training

Staff Development and Training will be developed in partnership between the Education Department, DCC Personnel Department, Educational Development Service and CPD providers

- a. All staff within Dundee City Council and of the Education Department should be aware of and committed to the Race Equality Scheme and the Race Equality Policy respectively and should have annual updates on progress
- b. Dundee City Council and Dundee Education Department are committed to providing training and staff development for all staff (including janitorial staff, playground supervisors, part-time youth workers, tutors, secretarial, kitchen, cleaning, library, medical and other auxiliary staff)
- c. Induction materials and annual training will be provided to ensure that staff are introduced to the Department's Policy and Procedure. This will ensure consistency and understanding of the issues and procedures relating to Racial Equality.
- d. The Education Department is responsible for ensuring that all staff are offered support and training in the delivery of the Race Equality Policy.
- e. Management of educational establishments will update all staff on racial equality issues annually
- f. Training packages will be developed alongside corporate plans for diversity training
- g. Education Department staff will undertake on-line diversity training
- h. All staff, School Boards and appropriate others will be made aware of the implications of the departmental and establishment policies on racial equality and will be involved in the implementation process
- i. Staff development and training is available to all staff wishing to further address the issues of equality and anti-discrimination.
- j. The Department will continue to offer such staff development opportunities either centrally through the Staff Development Directory or in individual establishments on request.
- k. All racial Equality Coordinators are expected to attend regular training sessions to keep themselves abreast of developments as they occur and ensure that all members of staff in their establishment are well informed and able to implement relevant policies.

The training strategy and plan will outline the methods by which training uptake will be monitored and assessed in relation to racial equality

8.8 Employment

The Education Department has a duty to assess and monitor the impact of their policies on staff. This will help to make the workforce more representative of the communities within Dundee City, improve staff morale, encourage loyalty, and widen the knowledge and skills base through engaging people from all racial groups. The Education Department will take positive action to redress the imbalance of ethnicity within the workforce. This will be done by developing and delivering training designed to build skills which would empower people from ethnic minority backgrounds to consider roles within educational establishments.

The Education Department will continue to organise a variety of forums which encourage people from a range of ethnic backgrounds to attend and source information and support.

The Dundee City Council Personnel Department oversees employment issues for all departments within the Council. The Education Department has a Staffing section which deals with the day to day staffing issues in education establishments.

- a. Staff Recruitment and Selection procedures ensure that staff or potential staff are not discriminated against on grounds of sex, race, colour, ethnic origin, marital status, disability, sexuality, age, religious belief, trade union activity, responsibility for dependents, employment status or HIV status in line with the Council's Personnel Department policies.
- b. Employment legislation requires the Department to avoid direct or indirect discrimination on grounds of race. There is provision for it to be proactive and to take positive action in addressing the imbalance of the workforce. The Department is therefore committed to investigating ways of increasing the numbers of black and minority ethnic people employed at all levels within its services.
- c. The Education Department monitors, by reference to the racial groups to which they belong, the numbers of teachers employed in schools.
- d. DCC Personnel Department will be able to give the Education Department ethnicity data for support staff by September 2005
- e. All teachers have a Continuous Professional Development plan/record which charts Staff development undertaken by each member of staff. Staff Development and Review is in place for all staff in schools.
- f. Applications for employment and promotion are monitored by the DCC Personnel Department which also monitors other aspects of employment such as training, performance monitoring, grievance and disciplinary procedures and reasons for the cessation of employment in schools. New IT systems are being introduced to allow the Personnel Department to monitor and follow up these statistics in an effective and on-going way.
- g. The Education Department will work closely with the Personnel Department to develop ways to publish this information in a sensitive and helpful way.

9.0 POLICY AND COMMUNICATION

The Department is committed to ensuring that all **communication** to stakeholders is made as accessible as possible

- through the language and formats used
- through the methods of delivery
- through offering opportunities for interpretation or translation into other languages or formats as requested

The Department is committed to ensuring that all stakeholders are **consulted** and informed

- through partnerships with parents, staff, Schools Boards and community organisations
- through focus groups for parents, staff and pupils from ethnic minority background
- through further development of the Communication Strategy

A range of awareness raising opportunities will be taken to promote the Race Equality Policy. This will begin with a re-launch of the revised policy. Summary leaflets will be prepared for stakeholders.

Every establishment must ensure that the Dundee City Council Education Department Race Equality Policy is available to all staff, pupils, users and parents. It is the responsibility of each establishment to maintain the DCC policy and make it accessible to stakeholders through:

- school development plans and handbooks

- regular updates in newsletters
- specific equal opportunities and anti-racist initiatives such as Equalities Weeks or Days
- parents' meetings, public meetings and pupil councils
- staff development events

Each establishment's three-year development planning process will include a review and audit of race equality issues. Results of these reviews will be used by the Department to assess progress. Updates from such reviews will be collated and summarised and published in the Dundee Education News.(DEN) Race equality issues are a standing item on the annual School Review agenda.

The policy will be sent to education establishments, Education Development staff and School Boards. It is available on the DCC web-site and a summary will be published in DEN. It is also available, from Floor 8 Tayside House. The RESG and SMT will monitor the effectiveness of the REP by established, evidence based, quality assurance processes including use of How Good is Our School, Race Equality Audit for Schools (April 2004) and other tools which help schools to undertake self evaluation. These will include focus groups of parents, pupils, staff and others, surveys and external evaluation.

The Policy will be reviewed in 2008 for implementation from October 2008.

10.0 BREACHES OF POLICY

Breaches of the policy will be dealt with by established formal procedures as appropriate to pupils, staff, visitors, contractors etc.

Appendix 1

Information on Ethnic Minority Population in Dundee City

The results of the 2001 census published in February 2003 are as follows:

description	number	percentage
All people	145663	100
White Scottish	128504	88.22
Other White British	7822	5.37
White Irish	1471	1.01
Other white	2535	1.74
Indian	1020	0.70
Pakistani	1719	1.18
Bangladeshi	233	0.16
Other South Asian	421	0.29
Chinese	699	0.48
Caribbean	58	0.04
African	291	0.20
Black Scottish or other black	29	0.02
Any mixed background	393	0.27
Other ethnic group	466	0.32

Census categories were used.

Gypsy Travellers are now considered as an ethnic minority

Appendix 2

Ethnic Background of pupils

This information was collated through ScotXed in September 2004. This information is now held electronically on each school's Phoenix database

code	description	Number of pupils	Percentage of total roll
01	White - UK	16375	86.14
09	White - other	162	0.84
02	Black - African	65	0.33
03	Black - Caribbean	5	0.03
04	Black - other	4	0.01
05	Asian - Indian	78	0.40
06	Asian - Pakistani	360	1.88
07	Asian - Bangladeshi	31	0.15
08	Asian - Chinese	61	0.32
17	Asian - other	85	0.44
12	Mixed	121	0.63
18	Occupational Traveller	0	0
19	Gypsy Traveller	6	0.03
20	Other traveller	0	0
99	Other	60	0.31
10	Not disclosed	474	2.49
98	Not known	1120	5.89

Ethnic background of teaching staff Information from Census 2004

description	number of unpromoted teachers	percentage of all teachers who have provided information	number of promoted teachers	percentage of all teachers who have provided information
White UK	722	92.6	241	95.6
White other	15	1.9	4	1.6
Asian Indian	1	0.1		
Asian Pakistani	3	0.4		
Other	1	0.1		
not disclosed	27	3.5	6	2.4
not known	11	1.4	1	0.4

This information is not currently available for other staff within the education service

Information on racist incidents

11 racist incidents were reported in school session 2003 -2004, 10 from primary schools and 1 from secondary schools. All incidents involved verbal abuse and 2 also involved violence.

All incidents took place within the school or grounds. Almost all perpetrators were boys and almost all victims were boys

3

4

5 **RECEIVING, INVESTIGATING, RESPONDING TO, RECORDING AND MONITORING RACIST INCIDENTS**

All educational establishments are required to follow the Education Department's guidance on dealing with racist incidents.

Receiving a report of a racist incident

Incidents of racism may occur in any educational establishment. Incidents may be considered racist where

- the victim feels that a racist incident has taken place
- a person from an ethnic minority background has been involved

The person to whom the incident is first reported, or who witnesses the incident, should take the incident seriously and deal with it in accordance with the agreed procedure. Any member of staff, including the Equality Co-ordinator, Head Teacher, Guidance Teacher or Project Leader might receive a report of an incident. The report should be passed to the Equality Coordinator who will record it. All reported or suspected incidents must be investigated timeously. Delays in dealing with the incident might occur when it is reported at the end of a school day or group session. However, the maximum time to carry out a full investigation is three working days. If a delay is unavoidable and the incident involves a child or young person, a letter should go home with the individual who has made the allegation, stating that the matter is under investigation and that the school or education establishment will be contacting the parents or guardians upon completion of the inquiry. An exemplar letter is attached in Appendix 3.6.

6

7 **Investigating and Responding to a racist incident**

Each establishment is asked to identify a senior member of staff who will be responsible for the recording and processing of incidents as well as the promotion of racial equality in the policies and practices of the establishment. This Equality Coordinator and the procedures for reporting incidents must be made known to all parents, pupils and members of staff. Pupils, parents and staff may report an incident to any member of staff, but the responsibility for ensuring all incidents are dealt with in a consistent manner in accordance with the agreed procedure, lies with the Equality Coordinator and the Head Teacher.

Professional judgement will be applied in deciding on appropriate action to be taken. The best guidelines might be taken from the victim(s). If they feel that an incident of racism has taken place, then they must be taken seriously and the incident investigated. What might seem trivial to an adult can have serious psychological damage to a child or young person and to their feelings of safety, self esteem and value within the community.

In order to support the investigation of an incident the following questions and factors should be considered:

- Should parents/carers be informed at this stage?
- How many persons were involved?

- What are the names of the persons involved?
 - What are the ages of the persons involved?
 - Is background information available about these persons?
 - In what way did the victims (if such exist) suffer?
 - What was the location and time of the incident?
 - What were circumstances surrounding the incident?
 - Is it a first offence or have there been persistent or repeated incidents?
 - How did the incident start? Was it spontaneous or premeditated?
 - What is alleged to have happened, from the perspective of all those involved?
 - Who witnessed the incident (pupils, parents, centre users, visitors, staff, other?)
 - Who reported it to whom and when?
 - Is there any background to this incident?
 - What is the reason for considering this to be racist behaviour?
 - What makes the victim feel that this was a racist incident?
 - To what extent did the incident affect others?
 - What was the response of the victim(s), if such exist?
 - What does/do the victim(s) wish to see resulting from the investigation?
- and crucially
- What are the views of parents and other key people?

If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures may be considered:

- explaining that the incident will be recorded
- making it clear that the type of behaviour exhibited is totally unacceptable in any circumstances
- explaining to alleged perpetrators that their actions have an effect and asking them to consider the results of action taken
- Involving other members of staff who work with the alleged perpetrator(s) and victim(s)
- interviewing the parents of victim(s) and alleged perpetrator
- inform both sets of parents or guardians of the incident and any action taken
- seek the support of parents/carers

And in extreme circumstances such as physical attacks or ongoing harassment which is continuing outside the school gates or education establishment:

- Excluding the perpetrator(s)
- Notifying the police

Supporting persons involved in a racist incident

Victims should be given full information about how to report the incident and where to get support.

Witnesses should be given full information about their role, confidentiality and support.

In all cases preventative measures must be taken to ensure that similar incidents do not recur.

The action taken should be set against the context of the Department's policy and the establishment's own discipline policy and procedures. It should be recorded on the monitoring form (FORM A Racism Appendix 3.2) provided.

Consideration should be given to both the discipline and the support given to the perpetrator(s). Disciplinary procedures or sanctions against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a racist.

Such procedures may include:

- Positive behaviour strategies with agreed individual goals to be attained
- Involvement of agencies such as educational psychologists, educational support workers, support units, and so on
- Setting up social skills groups
- Establishing mentoring or 'buddying' systems for perpetrator(s) as well as victim(s)
- Daily behaviour monitoring
- Withdrawal of privileges
- Class, group or individual discussion with staff about the effects of discrimination and racism
- peer mediation

Support for the victims is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support, and outside agency support can all play a vital role in minimising damage suffered by the victim.

Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with both perpetrator(s) and victim(s) to reassess the situation and the relationship between those involved. The manner in which this review takes place will depend on the nature of the incident and age of those involved.

If at any stage during the session, an incident occurs which gives particular cause for concern, members of staff are encouraged to consult with relevant members of staff within the Education Department. Building supportive partnerships between schools and organisations such as the Racial Equality Council, Youth Projects and the wider range of community resources may also be of great value.

8 Recording Racist Incidents

These recording procedures are in line with Section 71 of the Race Relations Act 1976, the Race Relations Amendment Act 2000 and the Code Of Practice for the Elimination of Discrimination in Education (Scotland) published by the Commission for Racial Equality in 1991.

It is important to be aware that

- schools and other establishments must follow the Department's guidelines on dealing with incidents of racism.
- all reported incidents will be taken seriously and investigated
- FORM A (Racism) held by the Equality Coordinator should be used to record all racist incidents which take place within all educational establishments in Dundee. An incident might be deemed to be racist where

- a racist comment has been made even where this is as a result of thoughtlessness
- where a pupil from an ethnic minority group is involved
- racist behaviour is repeated
- perpetrator(s) have already been made aware of the unacceptable nature of their behaviour through a verbal reprimand or work on the establishment policies
- the behaviour is premeditated or calculated
- the safety of the victim(s) has been threatened
- there is a clear intent to racially harass

However an incident may always be considered to be racist if the victim or victims perceive that it is a racist incident. The views of the victim must be taken into account during this process.

- Phoenix Incident Manager is available to all schools and guidelines to its use in recording racist incidents are in place
- a copy of completed FORM A (racism) should be sent to the Education Department Advice and Conciliation Officer who will also log racist incidents reported to him
- completed forms should be sent to the Advice and Conciliation Officer as soon as is practicable after the incident.
- the Department will monitor reports from schools and other educational establishments on an annual basis in order to gather authority-wide statistics
- the resulting analysis will be reported to the Education Committee and used to inform future procedures, programmes and policies within establishments and the authority
- the information collected will also assist in targeting resources and supporting establishments and the authority
- monitoring returns may also indicate the need for action in relation to a particular sector and/or type of incident and also good practice, which can then be disseminated across establishments.

Every establishment is asked to record racist incidents and forward FORM A to the Advice and Conciliation Officer, Tayside House. Incident Reports will be collated and used in monitoring procedures.

A flowchart for procedures is provided in Appendix 3.4

Recording of the action taken during and after the investigation of an incident will provide evidence that the establishment is following the Department's guidelines and responding appropriately. The validity of the information contained in the monitoring returns will depend on the effective and consistent use of the authority recording form and procedures.

9 Monitoring

The Director of Education is responsible for monitoring the occurrence and nature of incidents across the City of Dundee schools and other education services.

The Advice and Conciliation Officer will collate reports from establishments in order to gather authority-wide statistics. These will be reported to the Director of Education and used to inform future procedures, programmes and policies within establishments and

the authority. Monitoring information at the authority level will assist in targeting resources and support for establishments and staff in the most effective way. Monitoring returns may also indicate the need for action in relation to a particular sector and/or particular type of incident.

Monitoring information might also be used to identify effective practice ie a low record of incidents or a reducing trend in incidents over a period of time in a particular establishment where the practice could then be evaluated and introduced, as appropriate, elsewhere.

Within each establishment, the monitoring of incidents is encouraged in order to ensure patterns of behaviour are recognised and measures are put in place to respond appropriately to this. Recorded cases of racist incidents will be included for discussion during School Review

In Dundee, information regarding racist incidents is centrally monitored by the Racial Incident Multi Agency Panel (RIMAP). Partner agencies use common reporting and monitoring procedures. Form B (Racism) should be used where a RIMAP meeting has been requested. These procedures provide a comprehensive picture of racist incidents across the city and facilitate joint working between agencies to tackle such incidents.

All reports will be collated and submitted to the Scottish Executive Education Department (SEED) as required.

FORM A Racism



10 Name of School/Other Education Establishment

Senior Member of staff /Equality Coordinator.....

Date incident reported

Perpetrator(s) and Victim(s) – Please add if more than 4 involved.
(See pupil records and attached codings)

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (Class Group)								
11 Gender								
12 Ethnicity								
13 Religion								
14 (if known)								

15 Type/Nature of Incident

- | | |
|---|--|
| <p><input type="checkbox"/> Written
(eg graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, other)</p> <p><input type="checkbox"/> Verbal
(eg name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, other)</p> <p><input type="checkbox"/> Physical
(eg pushing, shoving, fighting, tripping-up, other)</p> <p><input type="checkbox"/> Other
insignia
Please specify</p> | <p><input type="checkbox"/> Damage to property
(eg theft of bags, clothes, money; tearing clothes, ripping books, other)</p> <p><input type="checkbox"/> Isolation
(eg 'sent to Coventry', shunned, rejected, left out of activities/groups)</p> <p><input type="checkbox"/> Incitement
(eg encouraging others to behave in a racist, sexist or discriminatory manner; wearing discriminatory such as racist badges, distributing racist literature).</p> |
|---|--|

16 When did the incident occur?

Before		During		Lunch		After School	
--------	--	--------	--	-------	--	--------------	--

School		Class					
Between Classes		Mid-Morning break		Various		Unknown	
Other (please state)							

Where did the incident occur?

In school /other education centre		Outwith premises		In grounds	
On school bus		Various		Unknown	
Other (please state)					

17

18 Who Reported the Incident?

Victim(s)		Member of staff		Parent	
Visitor to school		Other pupil/user		Other	

Please indicate the investigative procedures carried out:

Investigated incident		Interviewed pupils/users involved	
Interviewed parents of victim(s)		Interviewed parents of perpetrator(s)	
Other (please specify)			

If allegation was substantiated, please indicate action taken to deal with the perpetrators. If action taken continue through following sections. If 'none' please go to end of form.

Verbal reprimand		Peer Mediation		Written Punishment		Final Warning		Letter to parents	
Detention				Police Involvement		Exclusion		None	
Other (please specify)									

19 Please indicate what action was taken to support victim(s) if such existed

Support from Staff		Letters to parents	
Support from other pupils		External agency involvement	
Other (please specify)			

Please indicate if any follow-up preventative work was done as a result of the incident:

Whole school		Group work	
Whole class		Individual	
Other (please specify)			

Please indicate at what stages, if any, the incident was monitored/reviewed after action was instigated

One week		20	One month		21	Six months	
----------	--	----	-----------	--	----	------------	--

Incident closed

Date Signed

Appendix 3.2

FORM B RACISM

THIS FORM SHOULD BE COMPLETED IF A MULTI AGENCY PANEL (RIMAP) MEETING IS REQUESTED

If you require any assistance while completing of this form, please contact the Education Department on 01382 433132

If a MAP meeting has been requested, which agencies should be involved?

- | | | | | | |
|-------------------------------|--------------------------|-----------------------|--------------------------|--------------------------|--------------------------|
| Police | <input type="checkbox"/> | TREC | <input type="checkbox"/> | Victim Support | <input type="checkbox"/> |
| Communities | <input type="checkbox"/> | Social Work | <input type="checkbox"/> | Education | <input type="checkbox"/> |
| Housing Representative | <input type="checkbox"/> | Health Service | <input type="checkbox"/> | Procurator Fiscal | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> | | | | |

Complainant/Victim's Name _____

Date of Birth _____ **Gender** _____ **Occupation** _____

Address _____

I agree to the above agencies being involved in investigating the incident(s) reported in this form.

Name of Complainant or victim _____
(BLOCK CAPITALS)

Signature of complainant (if age appropriate) _____

Date _____

Parent's/Carer's Signature _____

Form completed by _____

Signature _____

Designation _____

This form should be passed to the appropriate Education Officer, EDUCATION DEPARTMENT, Floor 8, Tayside House. (Fax 01382 433080)

Date/Time Sent _____

This report should be copied to: (1 copy) Chief Inspector Brian Weir, Central Division, Tayside Police HQ, West Bell Street, Dundee, Tayside Police (Monitoring Agency). (Fax 01382 591529)

Date/Time Sent _____

22

23 Key to the Proformas**Age/Class (for both perpetrator(s) or victim(s) – if there are any)**

N - Nursery	M – Member of staff
P1, P2,P3 etc	A – Adult other than staff
S1, S2,S3,S4, etc	U – Unknown

Gender (for both perpetrator(s) or victim(s) – if there are any)

M – Male	U - Unknown
F – Female	

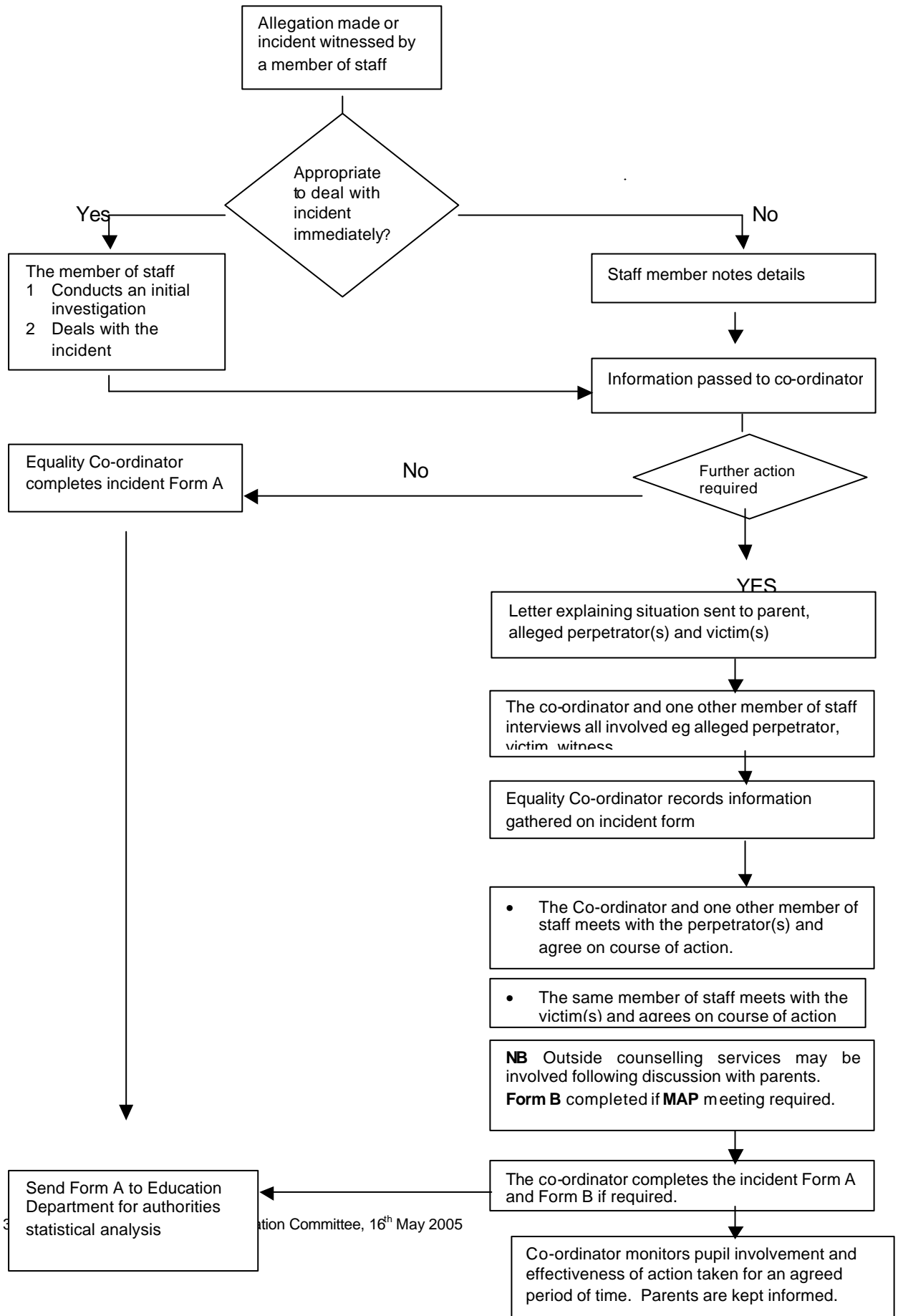
**Ethnicity of perpetrator(s) and victim(s) if such exist
(This information should be available on pupils' Phoenix Computer Records)**

B – Bangladeshi	I – Indian
BA – Black – African	MP – Mixed Percentage
BC – Black Caribbean	O – Other
BO – Black other	P – Pakistan
C – Chinese	W – White
E – English	U – Unknown
GT – Gypsy Traveller	

**24 Religion of perpetrator(s) or victim(s) if such exist
(This information should be available on pupils' Phoenix Computer Records)**

B – Buddhist	M – Muslim
C – Christian other than Roman Catholic	N – No religion
H – Hindu	RC – Roman Catholic
J – Jewish	S – Sikh
JW – Jehovah's Witness	O – Other

APPENDIX 3.4



25 Dealing with Incidents

The Education Department has been dealing with incidents of bullying and racism for a number of years. The lessons that have been learned from this experience in making appropriate responses are of great value to our establishments. The following is a list of do's and don't's which have been collated to support staff in dealing with incidents of bullying and racism. This list may also be used to audit current procedures.

26

27 DO

establish a whole school/centre policy, your which encompasses short and long term strategies to deal with bullying and racism

assume bullying does take place now'.

take complaints and concerns seriously.

investigate immediately when the complaint is received from a pupil, parent or user.

show fairness, consistency and impartiality to parents concerned during the investigation

respect confidentiality and limit knowledge of the incident to those directly involved with it and in dealing with any necessary action, which follows.

hold information separately in an Anti-Bullying and Anti-Racism file with the outcome of the investigation justified or unjustified clearly noted.

ensure that provision is made for positive discipline in the school and that bullying is understood by all not to be tolerated.

DO NOT

say there is no bullying or racism in establishment

say 'Go away, I'm too busy just

make assumptions based on previous incidents or misbehaviour

Exemplar letter to notify parents or guardians of an incident

Dear

Allegation of Racist Incident

Your son/daughter has reported on (date) that he/she has been subjected to a racist incident. You can be reassured that the school is taking this report seriously and does not tolerate any form of racism and this allegation is being investigated thoroughly. You will receive further information within three working days. Please do not hesitate to contact us if you need to discuss this further.

If at a later date you become aware of any incidents of this nature, we ask you to alert the school/education establishment in order that further action may be pursued.

Please ensure that you return the attached acknowledgement slip.

Yours

I acknowledge receipt of this letter

Name..... Signature

Pupil..... Class

Building equality into policies

All current policies should be reviewed to assess their impact on Racial Equality and ethnic minority groups. The sample questions below might be used to take account of equality in policies and to ensure that all policies contribute to the promotion of Racial Equality and the elimination of discrimination. The Race Equality Co-ordinator will have a pivotal role in ensuring that racial equality is at the heart of school decision making so that these decisions are not deleterious to any group of people.

General

- Are checks in place to make sure that relevant policies are not having an adverse impact on pupils, staff or parents from some racial groups?
- Do relevant policies describe how potential differences will be addressed eg differences in attainment between racial groups?
- What changes need to be made to relevant aims, policies and strategies?

Policies on attainment, progress and assessment

- Are there equally high expectations for all pupils?
- Are there measures in place to address under-achievement and additional support needs?
- Are all members of staff committed to encouraging and helping all pupils achieve the highest standards?
- How are different kinds of achievement recognised and valued?
- Is pupils' attainment and progress monitored by racial group?
- Is information on pupil attainment analysed to identify trends and patterns of underachievement?

Policies on behaviour, discipline and exclusion

- Are procedures for disciplining pupils and managing behaviour fair to pupils of all racial groups?
- Are rewards and sanctions used consistently?
- Are exclusion data analysed to identify any patterns or trends?
- Are strategies for the integration of long-term truants and excluded pupils supportive to pupils from all racial groups?

Policies on admission and attendance

- Is the current admission policy equally open to pupils from all racial groups?
- Are placing requests monitored to make sure that procedures are applied consistently and fairly to applicants from all racial groups?
- Is school attendance/absence monitored by pupils' racial groups?

Policies on the curriculum

- Do appropriate aspects of the curriculum include the principle of race equality and recognise and value diversity?
- Is the curriculum planned to include time to discuss racial equality and diversity?
- Do pupils get the opportunity to explore questions of identity, race equality and racism?

- How is the curriculum evaluated and assessed to determine how best pupils can achieve their full potential?
- Which opportunities are offered to enable pupils to experience other cultures?
- How do extra-curricular activities and events cater for the interests and abilities of all pupils, and take account of parents' and guardians' concerns about religion or culture?

Policies on personal development and pastoral care

- How is pastoral support structured to take account of religious and ethnic differences and the experiences and needs of particular groups of pupils, such as Scottish Gypsy Travellers, refugees and asylum seekers?
- How are post 16 options monitored and improved to ensure that all pupils can consider the full range?
- How are work experience placements monitored by racial group to make sure there is no stereotyping?
- What support is given to victims of racism and racial harassment through the school or with help from outside agencies?

Policies on teaching and learning

- Is the learning environment a place where all pupils, staff members and parents can contribute fully and feel valued?
- How do teaching styles and approaches take account of pupils' cultural backgrounds, language needs and learning styles?
- How are different cultural traditions valued and made meaningful to all pupils?
- What kind of language is used to describe the differences between groups and individuals?
- How are pupils encouraged to make connections between other cultures and their own lives and culture?
- How are stereotypes challenged in the educational establishment?
- How do pupils gain understanding and knowledge to allow them to recognise prejudice and reject racial discrimination?
- How are pupils prepared for life in a multi-ethnic community?

Staff development and review

- How are all staff helped to develop and reach their full potential?

Policies on working with parents and guardians and with communities

- What steps are taken to encourage all parents and guardians to take part in the life of the school?
- How is race equality promoted in the school and community?
- What steps are taken to prevent and deal with racism?
- How is information and material for parents and guardians made clear and understandable by all?
- Is information made available (where necessary) in languages other than English and in special formats?
- How are premises and facilities made more accessible to everyone in the community?

Policies on racial harassment, bullying and school values

- How are good personal and community relations developed and maintained?
- What steps are taken to prevent racial discrimination?
- How are racial incidents recorded, investigated and reported to the education authority?
- What training is given to staff to make sure they know how to deal firmly, consistently and effectively with racist incidents or racial harassment?
- What work is undertaken with the education authority and others to tackle racism and racial harassment and the promotion of racial equality in the educational establishment and in the local area?

Helpful Approaches

28

29 **Across all Sectors**

- Racial Equality Awareness Weeks
- Information distributed through a range of approaches such as leaflets, events and posters
- Promoting Positive Behaviour packages
- Multicultural and Anti-Racist Education
- Grounds for Improvement Schemes
- School Councils
- Circle Time
- Mentoring Schemes
- Involving and consulting with parents in school procedures (making appropriate use of the Dundee Interpreting and Translating Service)
- Surveys to pupils, users, staff and parents about racism and racial equality in the school or community education centre
- Rigorous monitoring of issues raised through such surveys
- Displays of books and posters about racial equality
- High profile given to establishments' stance on racial equality
- Deployment of Bi-Lingual Assistance
- Considering more integrationist ways of using the English as an Additional Language service eg involving pupils from a range of racial groups in linguistic work
- Other monitoring mechanisms including School Review Process and Quality Development Teams

All these strategies are consistent with

- *Taking a Closer Look at Promoting Social Competence (Audit Unit, 1999)*
- *A Route to Equality and Fairness (The Audit Unit, 1999)*
- *How Good is Our School 2002 Edition*
- *How Good is our Community Learning & Development?*

Awareness of issues relating to Racial Equality can be addressed through areas of the curriculum such as Personal and Social Development English, Modern Studies, History, Religious and Moral Education and Drama. This kind of work will encourage pupils to understand the effects of inappropriate or discriminatory behaviour on all the people concerned.

Appendix 6

Related documents

The following documents should be considered alongside this policy.

Dundee City Council Race Equality Scheme 2002 -2005

A statutory requirement under the Race Relations (Amendment) Act 2000. Details how the Council will meet the general and specific duties and applies to the Education department. Details how policy assessment and ethnic monitoring will be undertaken

A Revised Quality Improvement Strategy for Schools August 2004

Education Department Development Plan 2002 - 2005

Festival Calendar - contains guidance to establishments on religious observance, diet, religious and cultural festivals, dress etc.

A Guide for Education Authorities and Schools

Appendix 7

Useful Organisations

Local

Bilingual Pupils Support Service
Floor D
University of Dundee
Gardyne Road
Dundee
DD5 1NY
Tel 01382 462857

One World Centre
189 Princes Street
Dundee
Tel 01382 454603

Home School Support Service
Dundee City Council
Molison Street (North)
Dundee DD4 6TH - Tel 01382 438780

The Corner
18 Dock Street
Dundee DD1 3DP – Tel 01382 206060

National

Scottish Refugee Council

Childline Scotland
18 Albion Street
Glasgow G1 1LH - Tel 0141 552 1123

Useful Websites

BBC has several useful sites:

http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race takes an in depth look at race in Britain

www.bbc.co.uk/asianlife for Asian ethnic minorities and of general interest

www.bbc.co.uk/worldservice/people/features/world_religions gives a good introduction to the main world religions

<http://www.channel4.com/history/microsites/BB/blackhistorymap/index.html> Channel 4 site about Black and Asian history in Britain

Britkid

<http://www.britkid.org> is a website about race, racism and life as seen through the eyes of British children

Avert: Aids Education and Research Trust – Young People's Section

<http://www.avert.org/yngindx.htm>

Multicultural Pavilion

<http://curry.edschool.virginia.edu/go/multicultural/home.html>

The Gateway to Educational Materials

(contains many pages of lessons on subjects including Behaviour Problems, Disability, Equality, Racial Discrimination, Racial Bias, Racism, Sexism, Homophobia, etc for all stages)

<http://thegateway.org>

My Hero: celebrate the best of humanity

<http://www.myhero.com/home/asp>

www.onescotland.com Scottish Executive challenging the view that Scotland isn't racist

www.scotland.gov.uk/structure/hmie/eanddfilhtm HMIE Quality Indicators

www.scotland.gov.uk/library2/doc16/cac2-09.asp The Child at the Centre

www.ngflscotland.gov.uk/earlyyears/resources/cf25.pdf A Curriculum Framework for Children 3 -5

The Commission for Racial Equality has up to date information about legislation, guidance on carrying out duties and useful links

<http://www.cre.gov.uk>

www.education.ed.ac.uk/ceres CERES (Centre for racial equality in Scotland) - 'educating and acting for equity and justice'

www.education.ed.ac.uk/step The Scottish Traveller Education programme (STEP) advises on Gypsy/Traveller issues

www.scotdac.org.uk The Scottish Development Education Centre has teaching packs on global issues, human rights, fair trade etc.

Let's Kick Racism out of Football campaign

<http://www.cre.gov.uk/about/football/cam.html>

www.holocaustmemorialday.gov.uk Educational resources available free and on-line

<http://www.irr.org.uk/index.htm> Institute of Race Relations conducts research and produces educational materials

www.runnymedetrust.org - an independent research and policy agency promoting the value of diversity in our communities

If you know of any other resources, web-sites or sources of information please pass details to Lorna Ferry, Education Officer: Tel 01382 433132

Dundee City Council Education Department

Race Equality Policy

Action Plan January 2005 - May 2007

Abbreviations used in this document

REP Race Equality Policy

RESG Race equality Steering Group

SMT Senior Management Team

ESM Education Services Manager

ERM Education Resources Manager

EO Education Officer

QIO Quality Improvement Officer

CPD Continuous Professional Development

CAO Chief Administrative Officer

SESW Senior Education Social Worker

Theme	Task	Staff involved	Timescale	Outcome
Race Equality Policy	Finalise, publish and distribute the REP and Action Plan to all establishments	SMT, EO Racial equality Steering Group (RESG) CRE Education Committee	by end of April 2005	The Race Equality Policy will comply with the requirements of the Race Relations (Amendment) Act and be available from Education Office, all establishments and on the internet
	Prepare summary leaflets for parents, pupils and partner providers and place in appropriate public places and on the Council's website	SMT EO RESG Consultative groups	by end of May 2005	Summary leaflets will be available to parents, pupils and members of the public
	Brief senior staff in the Council and Education Department	ESM	by end of June 2005	All senior staff clearly understand the REP and their role in supporting and implementing the policy.
	Ensure that all establishments and services comply with Race Relations Amendment Act (RRAA) and fulfil their duties as detailed in REP and take appropriate action where there is non-compliance	Senior staff in Council and Education Department	annually from October 2005	Results of annual review and extended reviews of schools, beginning October 2005, show that establishments and services are implementing REP and complying with its requirements
Consultation	Develop and maintain planned consultation in differing formats eg Open Voice, surveys, seminars	EO Staff in establishments	from April 2005 on a regular basis but at least	Key aspects of race equality are discussed with the City Wide Pupil Council, Parents'

Theme	Task	Staff involved	Timescale	Outcome
	with pupils, parents, staff and community groups from ethnic minority backgrounds	Communities Department	annually	Consultative Group, School Boards, Staff and Community Groups. Feedback impacts on policy monitoring and development. Outcomes lead to the development of support material and training
Promotion of equality of opportunity and good relations between persons of different racial groups	Ensure that establishments raise awareness of, take account of, reflect on and celebrate cultural diversity, promote racial equality, and share good practice. This will be a standing agenda item for School Review meetings	QIOs/Staff Tutors RESG Heads of Establishments Curriculum Networks	SRRC - Nov 04 Heartstone04-05 RIMAP forum 03/05 and other events	Staff receive appropriate training. Twilight courses are well attended positive evaluations confirm their usefulness Evaluations from stakeholders confirm that good relations exist between persons of different racial groups
	Develop partnerships with other bodies such as BBC Scotland and SEED to enhance promotion work	SMT EO RESG	on-going	Establishments are involved in national projects to promote racial equality/good relations
	Review guidelines on RME and RO to assess impact on persons of different racial groups and update the annual Calendar of Faith and Cultural Events and other resources	SMT QIO Faith groups	electronically, on CDROM and in paper form annually from December 2005	Staff will access information about faith and cultural events and receive support on how best to celebrate such faiths and events in schools.
	Review the complaints procedure and make improvements as req.	Advice and Conciliation Officer	August 2005	Complaints re race equality down by 10% by Sept 2006
	Give schools information which will help them in providing information to families from ethnic	Dundee Translation Service Bilingual Pupil	on-going from October 2005	Parental survey shows high level of satisfaction and involvement by parents from

Theme	Task	Staff involved	Timescale	Outcome
	minority backgrounds in appropriate formats	Support Service		ethnic minorities
Staff Development and Training	All head teachers briefed on the implications of the REP to cascade to all staff	EO EDS	August 2005 and ongoing	All staff are clear about the implications of the RRAA and their role.
	Ensure educational establishments identify a Race Equality Co-ordinator who will be trained on aspects of race equality and in reporting RIs electronically	EO	by September 2005	At least one member of staff in each establishment will have received appropriate training in race equality and on recording and dealing with racist incidents (RIs)
	All probationer teachers to receive training on the Race Relations (Amendment) Act and the REP during their probationary year.	QIO (CPD)	April - June 2005	A comprehensive programme of briefings and continuing professional development opportunities will be provided for probationer teachers
	Liaise with appropriate agencies to develop and implement a full training programme and range of staff development opportunities for all staff	DCC Personnel Department EO QIO (CPD)	on-going from August 2005	All staff will be provided with an information pack about the REP and its implications for their post and about courses on race equality issues
	Ensure that Education Department employees participate in on-line diversity training	CAO	200 employees will have undertaken this training by June 2005	Evaluations show that this has been of benefit

Theme	Task	Staff involved	Timescale	Outcome
	Set targets to improve the uptake of training in race equality issues	SMT QIO (CPD) CAO	Monitor annually in February	Targets are reached each session
Promoting race equality through the curriculum	Current advice, resources and programmes will be reviewed and additional advice, documentation, audit tools, staff development and resources will be provided to schools to further support the delivery of a race equality curriculum.	QIOs EO RESG	August 2005 and ongoing	Advice and support available from August 2005 and ongoing
	Incorporate race equality targets into the Education Department Plan 2005 -2008 and ensure that schools formulate Development Plans which included projects to enhance the promotion of race equality	SMT QIO	Education Development Plan audit January 2005 School Plans from 2006	Race equality permeates the curriculum and ethos of the school
Monitoring, maintaining and evaluating	Engage the Racial Equality Steering Group (RESG) to participate in the monitoring, revision and maintenance of the REP	SMT EO RESG	Annually from September 2004 6 meetings per session	The REP will be published, monitored and maintained within an agreed cycle and through effective communication between RESG and SMT
Impact assessment	Implement agreed plans to use DCC impact assessment sheets and performance indicators to undertake race equality impact assessment on relevant existing	Senior staff in DCC and Education Department ESM EO	All existing policies reviewed by June 2006	First phase of existing policy review complete by June 2005 All new policies to be impact assessed according to their impact on pupils, staff and

Theme	Task	Staff involved	Timescale	Outcome
	and future policies at Education Department and establishment level.	Heads of Establishments Community Information Team		parents from August 2005 All existing policies assessed by June 2006 School policies are assessed for their impact on pupils, staff and parents
Collecting ethnic data	Collect and evaluate data on: attainment, exclusions and attendance by ethnicity. Monitor ethnic background of staff/pupils. Monitor training uptake and impact on staff from ethnic background. Through DCC Personnel Dept, monitor employment data by ethnicity.	SMT MIS Strategy Officer QIO (CPD)	Sept 2005 and annually thereafter	Relevant data is effectively collected and analysed. Results of the analysis will inform strategies to improve the experience and attainment of pupils and continuous professional development of staff
Monitoring data	Data analysed at authority level to consider the impact of policies, review approaches and develop strategies designed to improve the attainment of pupils from ethnic minority groups	ESM	October 2005 onwards	Effective strategies developed to support pupils from different racial groupings and to raise their attainment

Theme	Task	Staff involved	Timescale	Outcome
Publishing data	Attainment data by ethnic group will be published on an authority-wide basis and reported annually in the Department Standards and Quality Report and to the Education Committee	SMT	December 2005 and thereafter annually	Department Standards and Quality Report includes analysis and action points Published data will be analysed to identify trends and confirm required action Action required will be recorded in the school improvement plan at annual school review
Employment	Ensure IT systems are effectively used to provide data which can be analysed and used to inform policy review	Assistant Chief Executive (Personnel and Management Services) Personnel Manager with responsibility for the Education Department	from November 2005	Monitoring is in place and ongoing in Education Department Employment monitoring of staff in post to be fully operational across the Council, including the Education Department.
	Monitoring of employment issues such as applications, promotions, training, grievances, disciplinary hearings, leavers and reasons for leaving to be established	Personnel Manager with responsibility for the Education Department EO	from October 2005 as new IT systems are introduced and implemented in DCC Personnel	Monitoring in place and ongoing in relation to training in Education Department Consultation between Personnel Department and Education Department

Theme	Task	Staff involved	Timescale	Outcome
	The Education Department will take positive action to redress the imbalance of ethnic groups within the workforce by offering awareness raising training designed to enable people from all ethnic minority groups to consider taking up posts such as member of the School Board or member of support staff	Chief Administration Officer	Methods of advertising to be reviewed for impact on persons of different racial group improvements in place from August 2006	Discussions held with ethnic minority groups across the city Council's employment bulletin shared with these groups and placed on the Council's website Employment information made available at appropriate job-centres etc.
Partnerships	Build effective partnerships and audit contracts with service providers to ensure compliance with race equality legislation	SMT Property Officer Client Monitoring	from April 2005	Contracts audited Annual Employee Survey shows satisfaction with services
Racist Incidents	Guidelines for reporting, recording and dealing with RIs at Department and establishment level will be revised according to new legislation and appropriate training given	EO Advice and Conciliation Officer MIS Strategy Officer	Guidelines implemented effectively after initial briefing August 2005 Annual monitoring	RIs reported to Education Department promptly RIs reported to RIMAP monthly RIs reported in RIMAP report annually and in Department Standards and Quality Report