



ABERDEEN
CITY COUNCIL

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LEARNING & LEISURE SERVICES

EDUCATION AUTHORITY RACE EQUALITY POLICY

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ABERDEEN CITY COUNCIL

LEARNING AND LEISURE SERVICES

EDUCATION AUTHORITY RACE EQUALITY POLICY

INTRODUCTION

Aberdeen City Council Education Authority is opposed to all forms of racism, including those forms directly affecting individuals and groups on the grounds of their colour, racial groups, ethnic, cultural, religious, linguistic or natural origins, traveller and refugee status and asylum seekers.

The education authority is committed to eliminating unlawful discrimination and to the promotion of equal opportunities and good race relations in all aspects of education within a culturally diverse Aberdeen.

This Race Equality Policy is the embodiment of these aspirations. Aberdeen City Council will be working to meet these aspirations over the life of this Policy 2005-2008.

1 LEGAL FRAMEWORK

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, came into force in Scotland on 13 March 2002. It requires public bodies to comply with specific duties relating to the promotion of race equality by 30 November 2002.

The main provisions are that it:

- outlaws racial discrimination in the carrying out of all public functions; this includes private sector bodies to the extent that they are carrying out public functions
- places a general duty on local authorities and other specified public bodies, including Her Majesty's Inspectorate of Education, to eliminate racial discrimination and promote race equality and good relations between persons of different racial groups
- gives powers to Government to impose specific duties on public bodies as are considered appropriate to ensure the better performance of their general duties
- gives power to the Commission for Racial Equality (CRE) to enforce these special duties

Local authorities are required to have a Race Equality Scheme (RES). Education Authorities are required to have a Race Equality Policy (REP) that applies to all schools under its management.

2 VISION, VALUES & AIMS

CONTEXT

The education service in Aberdeen aims to promote achievement, social inclusion and lifelong learning. An inclusive approach encourages the widest possible participation irrespective of age, ability and background and seeks to provide a high quality educational experience for all learners.

Our ambitious plans for the communities of Aberdeen and for delivering coherent services within radically different Council structures are called "*aberdeen futures*". In realising our vision, values and aims - we will deliver Best Value; we will consult on and publish improvement plans and performance results on a regular basis to reflect local and national priorities.

VISION

The education service in Aberdeen has a shared vision with its partners to make Aberdeen a "***City for Learning***" - ready to play a full part in the knowledge economy required to meet the needs of a modern, successful Scotland. We want Aberdeen to be recognised locally, nationally and internationally as a place where learning is highly valued and contributes significantly to the wellbeing of the city and its people.

VALUES

We share a set of values and principles which underpin our vision and inform our aims and actions -

- ◆ we believe in an **inclusive** approach to all services;
- ◆ we are committed to ensuring the maximum **participation** of learners, staff and the public in Learning, in developing the service and in the communities of Aberdeen;
- ◆ we believe that all citizens are entitled to a range of high quality services which can be set out in an **entitlement** framework;
- ◆ we believe in promoting **achievement**;
- ◆ we believe that experiences of learning and leisure activities should be planned with **progression and continuity** towards educational, vocational, social and personal goals;
- ◆ we believe that the highest levels of achievement should be open to all the people of Aberdeen reflecting the **diversity** of our population.

AIMS

Our overarching aims reflect our values as we set out to raise achievement for all ensuring social inclusion and encouraging lifelong learning for our citizens. We therefore aim to -

- ◆ provide high quality learning environments;
- ◆ ensure that learning and teaching of the highest quality is provided;
- ◆ ensure that learners of all ages develop confidence, are well motivated, literate and numerate;
- ◆ equip learners to participate as full citizens of a modern democracy, possessing core skills and Information & Communication Technology awareness, to work flexibly and to embrace change.

3 SCOPE OF THE RACE EQUALITY POLICY

The Race Equality Policy amends, in line with the Race Relations (Amendment) Act 2000, the Multicultural and Anti-Racist Education (MCARE) Policy adopted by the Education Committee of Aberdeen City Council in January 1998.

Multicultural Education is education for all that recognises cultural diversity from both local and global perspectives, which permeates the work of the education service.

Anti-racist Education is education for all in preparation for a diverse society. The parameters of injustice and inequality inherent in our society can manifest themselves as racism and racial discrimination. Anti-racist Education acknowledges these aspects and seeks to address them actively.

The Aberdeen City Council Education Authority Race Equality Policy (the Policy) applies to all educational establishments, services, and educational programmes under the management of the education authority. It contributes to the Corporate Equalities Strategy, of which gender equality, racial equality and disability equality are three distinct but complementary elements. It has been developed in tandem with Aberdeen City Council's Race Equality Scheme and contributes to the learning challenges within '*Aberdeen – A City of Cultural Diversity – a plan for Racial Equality in Aberdeen*'.

The aims of the amended MCARE Policy remain:

- the preparation of young people for a diverse society
- the enrichment of the educational curriculum for all
- the equality of educational opportunity for all
- the fostering of respect for, and dignity of, all cultures as integral parts of society
- the eradication of racism and xenophobia

This Policy applies to all aspects of the education service:

- the personal development and pastoral care of all learners including:
 - ◆ partnership with parents, carers, guardians, partners and communities
 - ◆ teaching and learning
 - ◆ the curriculum
- progress, attainment and assessment
- staff recruitment and professional development, and
- behaviour, discipline and exclusions.

4 BACKGROUND

4.1 The education service in Aberdeen

During 2004-2005 the Council provided education for almost 25,000 pupils in 4 nursery schools, 56 primary schools, 12 secondary schools and 10 special schools or units. Pre-school education is provided for over 4,100 children in 59 Education Authority centres, 51 partner centres and 6 Social Work Family Centres. In an average week, over 10% of the city's population are involved in Community Learning in a range of settings. In 2004-2005 the education service managed 35 Community Centres.

4.2 Population

Although the ethnic minority population in Aberdeen is lower than other Scottish cities there are two characteristics which make it distinct. One is that there is little evidence of residential segregation into particular areas of the city and the other is that no one (or two) minority ethnic group is dominant. The sheer diversity of communities in Aberdeen is striking - both in terms of ethnicity and the number of languages represented. In 2004-2005 the English as an Additional Language Service (EAL) for schools recorded that children came from more than 70 different countries and over 80 different languages were recorded as being in use as first languages.

Population information based on the Census is shown as Appendix 1. It should be noted that Travellers, Gypsy and Scottish, are now considered an ethnic minority.

4.3 Ethnic background of staff, pupils and school students

Details on the ethnic background of all pupils and school students will continue to be collected through the ScotXed project. This information will be held electronically on each school's Phoenix database.

Details on the ethnic background of school staff will continue to be collected through the ScotXed project.

The ethnic categories used were determined by the Scottish Executive.

Details of the current information is shown in Appendix 1.

This information is not currently available for other staff or Community Learning participants within the education service.

4.4 Information on racist incidents

In 2002 the Aberdeen Racist Incidents Partnership launched a common reporting procedure for racist incidents across all agencies in Aberdeen, with Team Against Racist Crime (TARC), based at Grampian Racial Equality Council, acting as the monitoring agency. The initiative will provide a comprehensive picture of racist incidents across the city for the first time and will facilitate joint working between agencies to tackle these incidents. The revised procedure was adopted in community centres and the central education service at the end of July 2002 and in schools at the beginning of September 2002. Information on racist incidents will be reported to the Education & Leisure Committee on an annual basis.

Current information on reported incidents is included in Appendix 1.

5 LEADERSHIP AND MANAGEMENT

5.1 Commitments

The education service is committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations
- encouraging, supporting and helping all pupils and staff to reach their potential
- working with parents, carers, partners and with the wider community, to tackle racial discrimination, and to follow and promote good practice
- making sure the race equality policy and its procedures are followed.

5.2 Responsibilities

5.2.1 The Education Authority

Aberdeen City Council as an education authority is legally responsible for making sure that schools under its management comply with the Race Relations (Amendment) Act 2000. The education authority has extended that responsibility to all educational establishments and services under its management.

To comply with this duty it is responsible for:

- providing the necessary support, guidance, training and resources to enable staff to comply with the Act
- making sure that education establishments and services under its management have an action plan to implement the Policy
- providing information on race equality issues including the law on race equality and racial discrimination
- making sure that there is a named officer within the education service who will have strategic responsibility for race equality issues within the framework of equal opportunities
- monitoring the impact of existing policies and policy development on race equality issues on a regular basis
- making sure that the monitoring of ethnic data detailed in Section 6.2 is undertaken and that the results of such monitoring are published on an annual basis, as part of established Quality Assurance procedures e.g within the authority's Standards & Quality report.
- reporting on a regular basis to the Education & Leisure Committee on issues relating to the implementation of the Policy.

5.2.2 Head of Establishment

The Head of Establishment is responsible for:

- preparing and implementing a Race Equality Action Plan within the development planning process. Within Community Learning & Development it will be the responsibility of the Community Learning & Development Team Leader to prepare and implement a race equality plan for the team. All future references to establishment plans refer equally to Community Learning Team plans
- making sure the policy is readily available and that staff, students and pupils and their parents, carers and guardians, members of the School Board, community centre users, management committee members, partners and contractors are aware of the policy and their responsibilities

- making sure that the policy is seen as part of the overall development of equal opportunities within the establishment
- making sure that the establishment's action plan and procedures relating to the policy are implemented and monitored by use of established quality assurance processes
- having in place arrangements to evaluate, as part of an ongoing process, curriculum materials and teaching and learning approaches
- making sure that the cultural diversity of Aberdeen is acknowledged and celebrated
- monitoring, assessing and reviewing policies in relation to race equality issues as part of school development planning and Community Learning and Development self-evaluation process
- making sure that the monitoring of ethnic data detailed in section 6.2 is undertaken
- as part of the establishment's Standards and Quality report, producing regular information for staff and School Board or management committee members about the policy and how it is working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- providing training on the policy, if necessary, for School Board and management committee members
- making sure that pupils, students and learners from all racial groups have full access to the curriculum
- making sure that bilingual learners have full access to the curriculum
- making sure that, in line with the Education (Additional Support for Learning) (Scotland) Act 2004, the progress of learners whose first language is not English is supported and monitored
- making sure that the procedures for reporting and monitoring racist incidents which form part of the Policy are implemented
- making sure that there is a named member of staff with specific responsibility for the reporting of racist incidents procedure
- taking appropriate action in association with partners when dealing with racist incidents and racial discrimination.

5.2.3 All Staff

All staff are responsible for:

- responding to racist incidents and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- promoting racial equality and diversity through the curriculum
- actively promoting good race relations.

5.2.4 Named Member of Establishment Staff

The named member of staff has responsibility for ensuring that racist incidents are recorded and reported in line with the Aberdeen Racist Incidents Partnership (ARIP) procedure.

5.2.5 School Board and Management Committee

School Boards have a role in raising the standards of education in the school and have a duty to support the endeavours of those managing the school to secure improvement in the quality of education, which the school provides. (Standards in Scotland's School etc Act 2000)

School Boards and Management Committee members are responsible for:

- knowing about the policy and making sure that the Race Equality Policy and its procedures are followed in all matters for which they are responsible
- supporting the Head of Establishment to implement the Race Equality Policy and requesting regular reports on its implementation
- commenting on issues relating to the Race Equality Policy and its implementation
- reflecting the views of the parent body on the policy and its implementation to the Head of Establishment

5.2.6 Pupil & Student Councils; Youth Committees/Forums

- commenting on issues relating to the policy and its implementation
- reflecting the views of the student body on the policy and its implementation to the Head of Establishment

5.2.7 Visitors and Contractors

Visitors and contractors are responsible for:

- being aware of the Policy and their responsibilities under it.

6 FULFILLING THE SPECIFIC DUTY

6.1 Planning and developing policy

In order to assess the impact of policy development on race equality issues systems will be developed to:

- build race equality impact assessment into all policy development and planning processes
- incorporate race equality targets into relevant strategic plans and local improvement objectives as part of the service planning process
- consult and involve all groups of pupils, students, participants, parents, staff and partners in the policy development and planning processes
- assess the impact of the Race Equality Policy through consultation, evaluation and use of audit tools (e.g. *HMIE and CERES documentation*) to set targets and inform appropriate action.

6.2 Ethnic monitoring

Ethnic monitoring is the process of collecting and comparing data by ethnic group. Assessment, targets setting and monitoring are crucial for knowing which individuals and groups are under-performing and for focusing additional support on those who most need it. The importance of ethnic monitoring to the process of raising achievement is recognised.

Ethnic monitoring will clearly support a number of aims of this policy. However, it is also important to acknowledge that ethnic monitoring should not be used in a way that breaches the Data Protection Act or allows individuals or individual establishments to be identified. The Authority will take this into account when undertaking ethnic monitoring and publishing the results of such monitoring.

For pupils, students and staff in schools ethnic monitoring will be undertaken in line with the categories used in the ScotXed programme. Ethnic monitoring for non-school staff will be according to the Council's Race Equality Scheme. For other learners, staff members of management bodies the categories used in the 2001 census will be used. Ethnic monitoring will be undertaken on the basis of self-determination and it is recognised that not all individuals will wish to disclose this information.

6.3 Collecting ethnic data

The following information will be used to monitor attainment and progress:

- Performance Indicators in Primary Schools (PIPS) assessments (P1, P3, P5 and P7)
- Middle Years Information System (MidYIS) assessment (S1)
- Scottish Qualifications Authority (SQA) results

Ethnic background data will be matched to PIPS, 5-14, MidYIS and SQA results. It is hoped that ethnic monitoring will allow the authority to determine whether the needs of all pupils are being met, or whether some groups of pupils are underachieving. As there are very few minority ethnic pupils in each year group the effectiveness of individual schools may be difficult to measure reliably in terms of that group's educational performance. [Cline et al (2002) *Minority Ethnic Pupils in Mainly White Schools*]. There is a specific dimension within Aberdeen: many children from minority ethnic groups are English learners and this may also impact on performance. The authority aims to analyse whether there are different patterns of attainment across different subject areas and analyse at what stage of schooling, attainment levels start to fall or improve. Small numbers of minority ethnic pupils may make variations in performance between pupils from different minority ethnic backgrounds difficult to analyse. Therefore, contact with minority ethnic groups needs to be included within existing data/evidence collecting systems. The current 5 categories of language competency in English will be monitored through Phoenix.

6.4 Using ethnic data for monitoring purposes

Monitoring is not an end in itself. Statistical data is only of value if it is analysed and discussed, and used to inform the development and implementation of strategies and actions. It will be used to identify where resources will be targeted to ensure the needs of pupils are met, and to make the most difference in raising attainment.

6.4.1 Monitoring School Related Issues

Schools and the education authority will monitor the following areas by ethnicity:

- School Performance
 - attainment and progress
 - behaviour & Discipline
 - attendance
 - curriculum
 - personal & social development and pastoral care
 - learning & teaching
 - racial harassment and racist incidents
- Staff Issues
 - recruitment & selection
 - pay and rewards
 - training and professional development
 - staff development and review
 - grievance and disciplinary

- staff ceasing employment
 - other areas, in line with the Council Equality Scheme.
- Parents' and Guardians' involvement in the school
 - School Board membership

Where permissible within the Data Protection Act, performance in the areas relating to school performance will be reviewed annually through established quality assurance visits to all schools. Where the needs of individuals or groups of pupils are not being met or pupils from ethnic backgrounds are over-represented an action plan will be agreed between the authority and the headteacher. Key findings from this analysis will be presented to the Education and Leisure Committee annually and will inform the education service's planning and resource allocation processes. The authority will ensure that such information is anonymous and aggregated to ensure that individual pupils and individual establishments cannot be identified.

In all cases the authority, school and services will try to find out more about the reasons behind any patterns. For example, in the case of exclusions the authority will try and determine whether there are any patterns in the types of behaviour leading to exclusion, and whether exclusions are applied disproportionately to any particular ethnic group. This data can be used by schools and the authority to develop prevention strategies and to target interventions.

6.4.2 Other Areas

The Education Authority will also put in place systems to undertake ethnic monitoring of the way in which other learners access and participate in learning and their levels of achievement. Such systems will be developed in line with the Council's Race Equality Scheme.

Performance in these areas will be monitored by the Community Learning & Development quality assurance process.

Membership of Community Learning Management Committees will also be monitored in line with the Race Equality Scheme.

6.5 Assessing and Reviewing Policies

Integral to Best Value are regular service reviews. As part of this process all policies and strategies are regularly, monitored, reviewed and evaluated. This process will be used to monitor policies that are relevant to race equality, to see how effective they are in tackling unlawful racial discrimination, and promoting equal opportunities and good race relations. To support this the following action will be taken:

- regular reviews, monitoring and assessment of all policies and strategies for their effectiveness in
 1. Eliminating racial discrimination
 2. Promoting racial equality
 3. Promoting good race relations

- the building of racial equality issues and the review of the policy action plan into school development planning and community learning and development review and self-evaluation frameworks, and
- use the results of reviews and assessments to inform planning and decision-making
- Education Officers will review with Heads of Establishments progress on implementing action plans. This will take place on a regular basis as part of the quality assurance process. The full implementation of the policy will feature as a local improvement objective.

6.6 Publishing the results of monitoring

The results of ethnic monitoring at authority level will be published annually in reports to the Education and Leisure Committee, according to the established performance framework and calendar. For example, the results of ethnic monitoring of attainment data will be included in the annual report on attainment levels in October/November each year.

Once a year the results of all ethnic monitoring will be pulled together in a comprehensive report. This will form a key part of the evaluation of the policy. Year on year comparisons will be made to monitor progress towards any targets set.

6.7 Reporting on the Policy

This report will be discussed with Heads of Establishment, who will in turn brief staff on how the policy is working at authority level and within their own establishment or service.

No data will be published that in anyway makes it possible for an individual person or establishment to be identified.

7. POLICY INTO PRACTICE

7.1 Monitoring the Policy

The Multicultural and Anti Racist Education Policy Group will be renamed the Race Equality Policy Review Group and will monitor the effectiveness of the policy by established, evidence based, quality assurance processes.

The policy will be reviewed in 2007-2008 for implementation from November 2008.

The effectiveness of the policy will be monitored by established quality assurance procedures.

Education Officers will undertake this on behalf of the Education Authority.

7.1.1 Training, Staff Development and Continuing Professional Development (CPD)

The Education Authority is committed to providing training and development for all staff, parent bodies and management committee members on racial equality issues. A training strategy will be developed to support this in line with corporate plans for diversity training. The training strategy and plan will address the methods to be used and the way in which training will be monitored and assessed.

7.2 Publishing and Promoting the Policy

The policy which form part of Aberdeen City Council's Race Equality Strategy will be available to anyone who requests it from:

- the offices of Learning and Leisure Services and Neighbourhood Services – North, South and Central
- educational establishments and libraries
- The Point, Customer Service Centre and other council information points as they are developed
- the council website

In addition copies will be sent to parent bodies, PTAs and management committees.

Copies will be available in translation and large print versions in line with the current council policy. Summary copies of the policy will also be available in translation and large print version.

8. DATE OF APPROVAL

The Race Equality Policy was approved by the Policy and Strategy Committee of Aberdeen City Council on 3 December 2002 and reviewed for update in November 2005.

9. BREACHES OF THE POLICY

Breaches of the policy will be dealt with by established formal procedures for pupils, students, participants and staff.

- e.g.
- Customer Care Procedures
 - Grievance
 - Bullying and Harassment
 - Anti-Bullying
 - Racist Incident Reporting
 - Public Interest Disclosure Act (PIDA)
 - Staff Grievance & Disciplinary Procedures

Breaches of the policy by contractors will be dealt with in line with current Council practice.

**ABERDEEN CITY COUNCIL
LEARNING & LEISURE SERVICE - EDUCATION
IMPLEMENTING THE RACE EQUALITY POLICY
ACTION PLAN - SESSIONS 2005-2008**

DATE: 2005-2008

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
<p>1. Ensure that educational establishments & services comply with the Race Relations (Amendment) Act 2000.</p>	<p>Ensure that the Race Equality Policy is implemented</p>	<p>Staff time support from other agencies, parents & partners</p>	<p>Ongoing</p>	<p>Corporate Directorate for Learning & Leisure Corporate Directorate for Neighbourhood Services Education Officer Community Learning & Development Manager Community Learning Team Leaders Heads of Establishment</p>	<p>All establishments will develop good practice in race equality which will be measured by quality assurance processes</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
2. Review and maintain the Race Equality Policy	Establish an agreed cycle for the maintenance of the policy, including planned consultation	Staff Time	Ongoing 3 yearly cycle	Race Equality Policy Review Group	Policy made available to all stakeholders & included in ACC Race Equality Scheme documentation
3. Review progress of the Race Equality Action Plan for 2005-2008	Systematic review of Race Equality Action Plan by Race Equality Policy Review Group	Staff Time	On annual basis	Race Equality Policy Review Group	Annual Audit Report & Updated Action Plan
4. The Race Equality Policy Review Group to oversee the monitoring and review of the policy	Group to be representative of staff, learners and parents	Staff time	Twice a year	Race Equality Policy Review Group	Continuation of a representative group
5. To review establishments procedures and use of Impact Assessment	Use of school self – evaluation tools.	Staff Time	Annual within the school development planning cycle	Education Officers Community Learning Team Leaders Heads of Establishment	Reports from QA visits
6. Monitor new policies and procedures for impact and compliance	Sampling of policy documentation	Staff time.	Annual	Race Equality Policy Review Group	All new policy developments and plans are compliant.

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
7. Maintain Race Equality Policy awareness raising with staff, learners, parents, elected members and the wider community	Leaflets, circulars, briefing meetings, website.		Ongoing	Race Equality Policy Review Group	Feedback of good practice Awareness of policy amongst target groups
8. Develop a plan for staff development in race equality issues that ensures that (i) all establishments have at least 1 member of staff who has undertaken staff development (ii) all staff continue to receive appropriate staff development within an appropriate timescale (iii) all probationer teachers continue to undertake staff development within their probationary year	Establish authority staff development programme Identification of budget requirements Links to council's diversity staff development programme	School Focussed Development (SFD) budget and other training budgets.	Ongoing Ongoing Annual training Ongoing	Adviser in Staff Development Curriculum Development Officer (Race Equality) Development Officer (Probationers) Personnel & Organisational Development	Continuous expansion of staff development programme Targets for staff development met
9. Ensure that all staff are aware of procedures for reporting racist incidents	Briefing programme at authority & establishment level	Staff time Briefing materials Budget	Ongoing	Heads of Service and Senior Managers Education Officers	Attendance at briefing programme

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
				Heads of Establishment	Inclusion in induction programme More effective reporting of racist incidents – monitored in June QA visit
10. Provide establishments with information and advice on curriculum and information resources on race equality	Continue to provide information about range of services that are available both locally and nationally	CRIS Curriculum Development Officer (REE) Websites Montgomery Education Research Services	Ongoing	Curriculum Development Officer (Race Equality) CRIS	All services and establishments will have a bank of information in effective use Improved practice identified through feedback from parents, pupils, staff and quality assurance
11. Continue to review & update curriculum materials and resources to reflect Race Equality Policy.	Systematic review of materials at authority and establishment level	Staff time, audit of resources Replacement materials	Annual	Curriculum Development Officer (Race Equality) CRIS Curriculum Support Staff	Materials that reflect racial diversity and culture through improved procedures such as monitoring classroom practice

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
				Heads of Establishment	
12. Continue procedures to collect and publish key school performance data as detailed in the Policy e.g. ethnic monitoring of attainment levels, exclusions	Collection of school performance data (Phoenix)	Research & Development Section	Annual	Head of Service, School Planning, Improvement and Quality Assurance Principal Officer - Research & Development	Inclusion of data in key performance reporting and statutory indicators
13. Continue procedures to collect and publish key performance data relating to staffing issues as detailed in the Policy e.g ethnic monitoring information	Collection of relevant staffing information	Research & Development section Staffing section	Annual	Principal Officer - Research & Development Neighbourhood Services Heads of Establishment	Inclusion of data in key performance, reporting and statutory indicators
14. Continue procedures to collect and publish key performance data on uptake of services and membership of management groups.	Collection of relevant information	Research & Development section. Elections Unit. Community Learning & Development Manager	Annual	Community Learning & Development Manager Community Learning Team Leaders	Inclusion of data in key performance, reporting and statutory indicators

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
15. Ensure and monitor that Heads of Establishment fulfil their responsibilities as detailed in the policy.	Quality assurance processes	Staff time	Ongoing	Heads of Service (Culture & Learning) Education Officers Community Learning Team Leaders	Implementation monitored through QA visit
16. Continue to ensure all establishments and services acknowledge and celebrate the cultural diversity of Aberdeen and implement existing guidance on diversity issues.	<p>Establishments and offices to display the calendar of Religious Festivals</p> <p>Develop a cross curricular approach to Race Equality</p> <p>Dates of parents' evenings and other events should be organised with sensitivity to religious or cultural festival</p> <p>Encourage the use of interpreters to ensure statutory access</p> <p>Translation to be used where appropriate</p> <p>Establishments take sensitive account of dietary and religious requirements</p>	<p>Establishments' own resources. CRIS. Montgomery Research Centre. ASG Links. Partnership with range of communities & cultures</p> <p>Websites</p>	Ongoing	<p>Education Officers Heads of Establishment Head of EAL Curriculum Development Officer (Race Equality) Race Equality Policy Review Group</p>	<p>Evidence through self evaluation Increased links between establishment, communities & cultures Increased demand for resources</p> <p>Increased understanding, mutual respect & recognition of cultural diversity by staff and pupils</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
	e.g. providing rooms for religious observance				
17. Ensure that School Boards, Pupil and Student Councils and Youth Committees/Forums are aware of their responsibilities under the policy.	Leaflets, meetings, briefing sessions, website	Staff time & materials	Ongoing	Education Officer (Children & Families) Community Learning & Development Manager Heads of Establishment	Effective communication and participation
18. Ensure that contractors are aware of their responsibilities under the Policy	Ensure that contract procedures and service agreements meet compliance criteria	Signage Staff Time	Ongoing	Education Officer (Early years school remit) Pre-School Team Community Learning & Development Manager Other appropriate Services within Aberdeen City Council including Environment & Infrastructure	HMIE and Care Commission Reports Signage

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
19. Review reporting format for TARC	Scrutinise the existing format and explore alternative used in other local authorities	Range of documentation including TARC	December 2005 - April 2006	Race Equality Review Group ARIP	Improved, accurate and efficient recording of racist incidents Streamlined reporting procedures

APPENDIX 1

1. BACKGROUND INFORMATION

1.1 Information on Ethnic Minority Population

The 2001 Census shows an ethnic minority population of around 6,000 in Aberdeen City (2.2% of the total city population), with the largest ethnic groups being Chinese followed by Bangladeshi, Pakistani, Indian and African. Almost 35% of the ethnic minority population were born in the UK. Around one fifth of the total were students. The age structure of the ethnic minority population was different to the total population of the city. Work recently published by Grampian Racial Equality Council also notes that the total ethnic minority population is very likely to have increased significantly by (0.7).

Total Population	-	212,125	{2001 census}	
White Scottish	85.67%	(181,727)		
Other White British	7.86%	(16,673)		
White Irish	0.72%	(1,527)		
Other White	2.85%	(6,046)	97.1%	(205,973)
Indian	0.39%	(827)		
Pakistani	0.19%	(403)		
Bangladeshi	0.16%	(339)		
Other South Asia	0.22%	(467)		
Chinese	0.57%	(1209)		
Caribbean	0.07%	(149)		
African	0.34%	(721)		
Black Scottish or other Black	0.04%	(85)		
Any Mixed Background	0.41%	(870)	2.39%	(5070)
Other Ethnic Group	0.51%	(1082)		

It should be noted that not all members of ethnic minorities were in agreement with the census categories.

It should be noted that Gypsy Travellers are now considered an ethnic minority.

Ethnic Background Pupils, Staff & School Students

Details on ethnic background of all pupils and school students were collected for the first time at the end of the 2001-02-school session. This information is now held electronically on each school's Phoenix database. The 2002 School Census showed an ethnic minority pupil population of 3.2%. This was made up of the following groups:

ETHNIC GROUP	PERCENTAGE OF TOTAL ROLL
Black African	0.4
Black - Caribbean	0
Black - other	0.1
Asian Indian	0.3
Asian Pakistani	0.3
Asian Bangladeshi	0.3
Asian Chinese	0.6
Asian - other	0.5
Gypsy Traveller	0
Mixed	1.0

Details on the ethnic background of school staff will continue to be collected, monitored for Race Relations compliance and for good race equality practice. The School Census showed that 0.3% of teaching staff come from an ethnic minority. The following groups were represented: Black African, Asian Pakistani, Asian Chinese, Asian - Other and Other Traveller

This information is not currently available for other staff or Community Learning Participants within the education service.

References

- (1) Williams (2002) Inclusive Services: Minority Ethnic People and their Access to Mainstream Services in Aberdeen
- (2) Grampian Racial Equality Council (2000) Ethnic Minority Health Needs in Aberdeen
- (3) Grampian Racial Equality Council (Jan.-Dec.2004) Racial Incidents Report, Racist Bullying in Schools

1.2 Information on Racist Incidents in Schools 2004-2005 Session

22 racist incidents were reported in school session 2004-05, 16 by primary schools, 5 by secondary schools and 1 by a special school. None were reported by community centres. The number recorded, although low, is still significant and cannot be treated with complacency. However it would be difficult to draw accurate conclusions from the analysis of the data provided. The Authority is committed to continue to combat any forms of racism including racist bullying in the school through different programmes put in place for both the staff and pupils.

RELATED DOCUMENTS

The following are related documents and should be considered to be part of this policy:

- **Aberdeen City Council**

Aberdeen - A City of Cultural Diversity - A Plan for Racial Equality

Launched on 29 April, 2002

Contains targets for key services within the Council, including learning.

- **Aberdeen Race Equality Scheme**

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

- **Cultural & Religious Conditions of the Hindu, Jewish, Muslim and Sikh Communities** - Circular INF/AEC.046/00 - Issued 7 March 2000.

Contains guidance to establishments on religious observance e.g. diet, religious festivals, school dress.

- **Aberdeen Racist Incident Procedures**

Circular PP/AEC/045/02 - Issued 20 June 2002

Circular PP/AEC/049/02 - Issued 12 August 2002 (disk included)

This procedure has been adopted by Aberdeen City Council and applies to all education establishments.

USEFUL REFERENCES & CONTACTS

Local (in Aberdeen)

- **CRIS** (Curriculum Resources and Information Services) at Summerhill Centre (tel. 346114) has a wide range of multicultural and anti racist resources for all stages.
- **Hilda Smith, Development Officer – Race Equality Education Officer** Based at Summerhill Centre (tel. 346317) 2004 – To Date.
- **English as an Additional Language.** A service for schools, based at St. Machar School (tel 494272) and 'working towards the intercultural and inclusive classroom'.
- **English as an Additional Language** – a service for adults. Based at Carden House (tel 644431). Offers both one-to-one and group provision.
- **GREC** (Grampian Racial Equality Council) – some educational resources. Organisers of the Anne Frank Award www.grec.co.uk.
- **International Centre**, Charity for Black and Ethnic Minority - supporting International communities on Social Inclusion www.intercentre.co.uk
41 Union Street , Aberdeen Place.
- **MeAL** (Multi-ethnic Aberdeen Ltd) – a charity and company catering for the needs of the ethnic community and businesses in the N.E. of Scotland. Activities include Soul and Spice Café Bar (Belmont St.) and 'Echome' newspaper. www.multiethnic.co.uk .
- **Montgomery Development Education Centre** – if you want to add a global dimension to your work or play, they can help. Huge number of resources available to establishments. Willing to visit establishments and/or do in-service. www.montgomerydec.co.uk
- **African Women's Group** -c/o. GREC
- **Pakistani Women Association** –c/o International Centre

UK

- **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.
- **Britkids** - website about race, racism and life – as seen through the eyes of British children. www.britkid.org.

- **CERES** (Centre for Education for Racial Equality in Scotland) – ‘educating and acting for equity and justice.’ Useful Scottish website.
- Race Equality Audit for Schools: A Self – Evaluation Resource
www.education.ed.ac.uk/ceres.
- **Channel 4** site about Black and Asian history in Britain
<http://www.channel4.com/history/microsites/B/blackhistorymap/index.html>.
- **Holocaust Memorial Day** is January 27 each year. Educational resources available free and online. www.holocaustmemorialday.gov.uk.
- **Institute of Race Relations** – conducts research and produces educational materials. <http://www.irr.org.uk/index.htm>.
- **Runnymede Trust** – an independent research and policy agency promoting the value of diversity in our communities
www.runnymedetrust.org.
- **Scottish Executive** website challenging the view that Scotland isn’t racist
www.onescotland.com.
- **Commission for Racial Equality in Scotland** has up to date information about legislation, guidance on carrying out the duties, and useful links
www.cre.gov.uk.
- **The Scottish Traveller Education Programme (STEP)** advises on Gypsy/Traveller issues www.education.ed.ac.uk/step.
- **The Scottish Development Education Centre** has teaching packs on global issues, human rights, fair trade www.scotdac.org.uk.
- **HMIE - Quality Indicators:**
 - * How Good is Our School?
 - * A Route to Equality & Fairness
 - * Promoting Race Equality
 - * How Good is our Community Learning & Development?www.scotland.gov.uk/structure/hmie/eandflhtm
- **Scottish Executive - For Nurseries**
 - * The Child at the Centre www.scotland.gov.uk/library2/doc16/cac2-09.asp
- **A Curriculum Framework for Children 3-5**
www.ngflscotland.gov.uk/earlyyears/resources/cf25.pdf

If you know of any other resources or sources of information please pass on details to Hilda Smith, Tel 346317.