

# **POLICY DOCUMENT**

## **RACE EQUALITY POLICY AND GUIDELINES**

**November 2008 - 2011**

**REVIEW DATE - November 2011**





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

**Policy Chronology**

**Anti-Bullying and Anti-Racism Policy and Guidelines implemented 2003**

**Race Equality Policy and Guidelines implemented 2005**

**Policy reviewed: November 2008**

**Revised Policy approved: January 2009**

**Revised Policy to be reviewed: November 2011**

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

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### **Abbreviations used in this policy**

CPD	Continuous Professional Development
DCC	Dundee City Council
QIO	Quality Improvement Officer
RIMAP	Racist Incident Multi-Agency Panel
RRAA	Race Relations Act (1976) as amended
SMT	Senior Management Team

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## 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 and its successor Race Equality Policy 2005-08. 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. (Details of the developments which have taken place since the previous Race Equality Policy & Guidelines are given in [Appendix 8.](#))

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 and provision of equality of opportunity and social justice
- social inclusion

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 promoting Achievement, Ethos and Partnership. 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
- raise aspiration by promoting confidence and self-esteem in all of our pupils
- work in partnership with the home, the community and other services
- ensure that all services achieve best value consistent with high quality educational provision
- 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
- develop an inclusive ethos which supports all staff in providing the highest quality education services

### 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 or inferior to others.

Racism blights 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 the negative influence it can have on school ethos and pupil behaviour. Racism is present in society. Schools are social organisations in which all the values and attitudes prevalent in society can be reflected and observed. It is essential that staff are aware of what racism is and are prepared to challenge and defeat it.

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 plan to eradicate racism in all its forms and challenge 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 this Race Equality Policy.

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 development of the Race Equality Policy 2005-2008.

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 minority ethnic 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

- discrimination on racial grounds – direct and indirect
- harassment on racial grounds
- victimisation on racial grounds

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 1976 (Statutory Duties) (Scotland) (Order 2001) (also referred to as the RRAA) which 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 that applies to all schools under its management.

The Equality and Human Rights Commission has powers to enforce the statutory duties.

## **5.0 BACKGROUND INFORMATION**

### **5.1 Pupil population**

Dundee City Council Education Authority provides statutory education for approximately 18,000 pupils in 1 special school, 9 secondary schools, 37 primary schools and 3 offsite learning centres. Pre-school education is provided for almost 3000 children in 10 Education Authority nurseries, 19 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 needs of children and young people from all minority groups resident in Dundee. In 2008, the Bilingual Pupils' Support Service recorded that pupils in Dundee nurseries and schools used a range of over fifty 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 national census, is included at [Appendix 1](#).

### **5.2 Ethnic background of pupils and staff**

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

Details of the ethnic background of school staff has been recorded, through ScotXed, since September 2002

The ethnic categories used were those determined by the then 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. The figures may therefore not be wholly accurate.

### **5.3 Recording and Monitoring**

Ethnic monitoring is an essential aspect of the work of the Department. There is a designated senior officer with remitted responsibilities in respect of implementing this Policy. The role of the officer is to monitor and report on progress in key areas of race equality.

The designated officer will

- ensure that information relating to ethnic background, attainment and racist 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 race equality and good race relations by

- ensuring that guidelines relating to these issues are implemented
- co-ordinating work to promote good race relations and race equality
- ensuring that the correct procedures, in relation to racist incidents, are followed (Ref: [Appendix 4](#) - and Appendix 4 Annexes [1](#) to [5](#) for details)
- 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 racist 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 considered in detail by the school.

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

It is the responsibility of everyone to ensure that the 1976 Act as amended is implemented effectively in Dundee City Council Education Department. However, there are very specific responsibilities for certain officers.

### **6.1 It is the responsibility of the Education Department to;**

- designate a senior officer to monitor progress in key areas of race equality (refer to [para. 5.3](#))
- maintain Racial Equality as a standing item on the Senior Management Team agenda
- maintain, communicate, implement and monitor a Race Equality Policy
- ensure that all staff within establishments are aware of the Race Equality Policy and related document (see [Appendix 5](#))
- ensure that all persons such as visitors and contractors who are likely to use an Educational Establishment are aware of the policy
- raise awareness of issues related to race equality
- provide direction and guidance on procedures and strategies
- provide a confidential service where people can access information and report incidents
- forward reports of Racist Incidents to RIMAP (Racist Incidents Multi-Agency Panel) and be an active partner in the work of RIMAP
- ensure that all establishments operate within the policy and procedures
- cause policies, procedures and ethos to be monitored and reviewed, using impact assessment procedures in each establishment
- undertake surveys and consult with relevant groups to inform future actions to race equality
- report to the Education Committee of Dundee City Council as required
- publish relevant statistics in appropriate formats which do not identify individual people and are consistent with data legislation
- provide in-service training and staff development opportunities
- provide information for parents and the wider community in plain English and with appropriate translation, where necessary.

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

- identify a member of senior staff as the Equalities Co-ordinator with responsibilities for identifying and addressing equality issues
- ensure a safe and supportive environment for all pupils, staff, parents and visitors
- inform all staff, parents, pupils and users of the existence of the Race Equality Policy
- inform all staff, parents, pupils and users of the procedures for deploying and implementing the Race Equality Policy
- ensure that new members of staff, supply teachers, contractors etc are made aware of the Race Equality Policy and its implications
- maintain the Education Department Race Equality Policy
- brief staff on race equality issues annually

- ensure that pupils, parents and staff have mechanisms through which discussion, impact assessment, consultation and development can take place
- make appropriate use of the Council's Interpreting and Translation service and the Bilingual Pupils' Support Service
- create an ethos and appropriate procedures whereby the establishment community feels empowered to challenge racism and report incidents and where confidentiality is assured
- inform all staff, parents, pupils and users of relevant sources of support
- deal with any racist incidents according to policy and procedures laid down by the Education Department
- build appropriate review processes, including equality impact assessments, into their development plans and procedures for sharing relevant reports with staff, pupils and parents as appropriate
- draw up action plans to address the results of the review process
- work in partnership with the Parent Council and other parent groups
- promote good race relations within the community
- keep logs of racist incidents, record and monitor incidents using the appropriate format and identify patterns of behaviour
- put measures in place to respond appropriately to identified trends or incidents
- refuse to tolerate any form of racial harassment of pupils, users or staff in schools or other education centres.
- embed proactive work through the curriculum, Pupil Council structure and policies
- identify and address relevant training needs of all employees
- monitor uptake, quality, relevance and benefit of training offered

### **6.3 All staff members in Education Establishments are expected to**

- contribute to sustaining an ethos where everyone feels valued and safe from discrimination and inequality
- challenge racism and promote race equality through the curriculum and working practices
- take up staff development and training opportunities which are relevant to them

### **6.4 In terms of implementing this policy, it is the responsibility of the Equalities Coordinator to**

- oversee the policy and its implementation
- ensure that addressing inequality is at the centre of all policy-making within the establishment
- attend training on procedures for recording and responding to racist incidents
- coordinate incident reports for the establishment
- submit incident reports to Advice and Conciliation Manager
- assist the establishment's management team to monitor and analyse the record of incidents
- support the development of a positive establishment ethos

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

- disseminate information about relevant staff development opportunities related to Race Equality
- encourage staff to attend appropriate courses related to Race Equality
- monitor, according to ethnic background, those who take up training and development opportunities
- ensure race 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 that celebrate diversity in Dundee City

The Education Department recognises that the curriculum is a powerful tool in countering racism and promoting good relations between persons of different population groups at establishment and local community level.

At **establishment** level this will include

- continuing to take into consideration how best to tackle racial discrimination and promote race equality and good relations between persons from different population groups when reviewing the school's aims, ethos, behaviour, policies and procedures. Information source can be found at [Appendix 7](#)
- acknowledgement of the collective responsibility of the whole school community in tackling inequality and discrimination
- steps being taken to ensure that all people feel welcome, are treated with equal value and that they feel safe in all parts of all establishments
- an audit to ensure that the images and attitudes displayed promote inclusion, diversity and 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 can be understood by speakers of community languages of Dundee to make all establishment users for whom English is an additional language feel welcomed
- signs should be provided in English and in appropriate school community languages other than English to raise the status of community languages in the community.

At the **all** stages of education, this will include a range of diverse and inclusive approaches promoting understanding, tolerance and acceptance of difference.

## **8.0 FULFILLING THE SPECIFIC DUTY**

### **8.1 Planning and developing policy**

As part of the Education Department's Quality Improvement Strategy systems are in place to assess the impact of policy development on equality issues.

- Through a consultation, development and review process, all policies are equality impact assessed to ensure that the impact on race equality is positive (Guidance for establishments to include at [Appendix 5](#))
- ethnic backgrounds
- Consultation is a key element in the development of policies
- The assessment, monitoring and setting of targets relating to Race Equality is integrated into the annual programme of School Reviews, Policy Monitoring and Review, Senior Management Team planning
- The Race Equality Policy and Action Plan will be reviewed and adjusted as appropriate by the Equalities Group and Senior Management annually
- Audit tools such as [How Good is Our School?](#) (2007), [A Route to Fairness and Equality](#) (1999) and the [Race Equality Audit for Schools](#) (2007) will be used to evaluate the impact of the Race Equality Policy, set targets and inform next steps

### **8.2 Collecting ethnic data**

The following measures are in place to allow for appropriate data handling.

- Rigorous procedures have been developed to record and compare information by ethnic group
- Pupil and staff information will be drawn from ScotXed statistics
- It is recognised that individuals may choose not to disclose information relevant to ethnic monitoring
- 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 Councils
- racist 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
- racist incidents

Information will be collected in relation to parents on

- representation on appropriate consultative groups such as Parent Councils
- complaints submitted to the Education Department

### **8.3 Monitoring and Evaluation**

- Data collected will be considered in all relevant contexts and annually by the Equalities Group.
- A number of ethnic minority pupils in Dundee are new to English and the impact on overall attainment will be monitored
- Incidents relating to race equality will be carefully considered in order that appropriate support can be offered
- Monitoring and evaluation will be used to ensure that impact generates change where necessary
- Collected data will also be remitted Group for corporate monitoring
- Care will be taken to ensure that monitoring does not breach the Data Protection Act or identify individuals.
- 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**

Ethnic data will be considered annually by the Equalities Group. This group will feed back to the Senior Management Team for discussion, wider consideration and action as appropriate.

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 Service 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.

- Data, including attainment in 5 -14 National Assessments and SQA examinations, 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.
- Equality issues and full implementation of equality policies and schemes are built into the Education Department Service Plan (2008-2011) and thereafter into establishment plans (Guidance is included at [Appendix 5](#)).

### **8.6 Learning and Teaching**

Learning and teaching is about much more than academic attainment. In Dundee City all achievement is valued. Where barriers are identified to the participation of pupils from ethnic minority groups subjects and activities, these will be addressed.

The Education Department will ensure that race 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. The Department will take steps to ensure that good practice in learning and teaching is appropriately shared. Specifically with respect to this policy, the Bilingual Pupils' Support Service can ensure that appropriate teaching and support strategies designed to best promote attainment and inclusion for pupils of diverse ethnic and linguistic backgrounds are shared widely.

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

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

at **classroom level** through

- ethos
- curriculum
- resources (e.g. making available the use of languages other than English in interactive whiteboard activity)
- 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 race equality
- Quality Assurance mechanisms
- effective communication of the aims and content of the Race Equality Policy

## **8.7 Staff Development and Training**

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

- All staff within Dundee City Council and of the Education Department should be aware of and committed to all Equality Policies, Guidelines, and Schemes; specifically in this regard this Policy and should have access to annual updates on progress
- Dundee City Council and Dundee Education Department are committed to providing training and staff development for all staff
- Induction materials and annual training will be provided to ensure that staff are introduced to the Department's Policy and Procedures. This will ensure consistency and understanding of the issues and procedures relating to Race Equality.

- The Education Department is responsible for ensuring that all staff are offered support and training in the delivery of the Race Equality Policy.
- Management of educational establishments will update all staff on race equality issues at establishment level annually
- Training packages will be developed alongside corporate plans for diversity training
- All staff, Parent Councils and appropriate others will be made aware of the implications of the departmental and establishment policies on race equality and will be involved in the implementation process
- Staff development and training is available to all staff wishing to further address the equality
- The Department will continue to offer appropriate staff development opportunities either centrally through CPD Online in individual establishments on request.
- All Equalities 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 race 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 encourage a variety of forums which encourage people from a range of ethnic backgrounds to attend and source information and support.

The Human Resources section oversees employment issues within the Department and which deals with the day-to-day staffing issues in education establishments.

- 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 policies.
- 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.
- The Education Department monitors, by reference to the racial groups to which they belong, the numbers of teachers employed in schools.
- DCC Personnel Department is able to give the Education Department ethnicity data for support staff
- 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 and services.
- Applications for employment and promotion are monitored by the Department's Human Resources section 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 Department to monitor and follow up these statistics in an effective and on-going way.

- With other Departments of the Council, the Education Department will 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 Pupil and Parent Councils, staff, and community organisations
- through focus groups for pupils parents and staff from ethnic minority backgrounds
- through further development of the Communication Strategy

A range of awareness raising opportunities has been taken to promote the Race Equality Policy sent to the parents of primary and secondary aged pupils. This revised policy will be publicised through our officers. Summary, easy-read 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, parents and other stakeholders. It is the responsibility of each establishment to adhere to this policy and make it accessible to stakeholders through:

- cross-referencing in 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 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). Equality issues, including race, are a standing item on the annual School Review agenda.

This revised policy will be sent to education establishments, Education Development staff and Parent Councils. It will be available on the DCC website and a summary will be published in Dundee Education News. The Equalities Group and Senior Management Team will monitor the effectiveness of the Race Equality Policy by established, evidence-informed, quality assurance and consultation processes. The Policy will be reviewed and revised by November 2011 or earlier if appropriate.

## 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..

**Information on Ethnic Minority Population in Dundee City**

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

<b>description</b>	<b>number</b>	<b>percentage</b>
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 2008. This information is now held electronically on each school's SEEMIS database

<b>code</b>	<b>description</b>	<b>Number of pupils</b>	<b>Percentage of total roll</b>
01	White - UK	15461	87.56
09	White - other	342	1.94
02	Black - African	101	0.57
03	Black - Caribbean	0	0
04	Black - other	4	0.02
05	Asian - Indian	115	0.65
06	Asian - Pakistani	304	1.73
07	Asian - Bangladeshi	21	0.12
08	Asian - Chinese	60	0.34
17	Asian - other	109	0.62
12	Mixed	195	1.11
18	Occupational Traveller	0	0
19	Gypsy Traveller	1	0.006
20	Other traveller	2	0.01
99	Other	179	1.02
10	Not disclosed	110	0.62
98	Not known	494	2.81

**Ethnic background of teaching staff (2008)**

<b>Description</b>	<b>Number of unpromoted teachers</b>	<b>Percentage of all teachers who have provided information</b>	<b>Number of promoted teachers</b>	<b>Percentage of all teachers who have provided information</b>
White UK	1203	68.7	413	23.6
Black African	1	0.006	0	0
Black Caribbean	0	0	1	0.006
Black other	0	0	0	0
Asian Indian	2	0.11	0	0
Asian Pakistani	2	0.11	0	0
Asian Bangladeshi	0	0	0	0
Asian Chinese	0	0	0	0
White Other	41	2.3	7	0.4
not disclosed	28	1.6	4	0.23
Mixed	2	0.11	0	0
Asian other	5	0.28	0	0
not known	30	1.7	8	0.46
Other	3	0.2	1	0.006

**APPENDIX 3**

**Information on racist incidents in Dundee schools in session 2007-08**

No. of reported incidents: 32

Primary Schools: 30

Secondary Schools: 2

Incident by Type:

Verbal abuse: 29

Physical aggression: 1

Written material: 1

Isolating individual: 1

Incitement to racism: 4

All 32 reported incidents took place within the school or on school grounds.

Almost all perpetrators were boys and almost all victims were boys

## **RECEIVING, INVESTIGATING, RESPONDING TO, RECORDING AND MONITORING REPORTS OF RACIST INCIDENTS**

All educational establishments are required to follow the Education Department's guidance on dealing with reported 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 Equalities Co-ordinator, Head Teacher, Guidance Teacher or Project Leader might receive a report of an incident. The report should be passed to the Equalities Co-ordinator 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 4 Annexe 5](#).

### **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 race equality in the policies and practices of the establishment. This Equalities Co-ordinator 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 Equalities Co-ordinator 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. Further information can be found in [Appendix 4 Annexe 4](#).

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 4 Annexe 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.

### **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 reports of racist incidents
- all reported incidents will be taken seriously and investigated
- [FORM A \(Racism\)](#) held by the Equalities Co-ordinator 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 will always be considered to be racist if the victim or victims or witnesses to the incident perceive that it is a racist incident. The views of the victim must be taken into account during this process.

- SEEMIS 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 Manager who will also log racist incidents reported
- completed forms should be sent to the Advice and Conciliation Manager 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 required to record racist incidents and forward [FORM A](#) to the Advice and Conciliation Manager, Tayside House. Incident Reports will be collated and used in monitoring procedures.**

A flowchart for procedures is provided in [Appendix 4 Annexe 1](#).

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.

### **Monitoring**

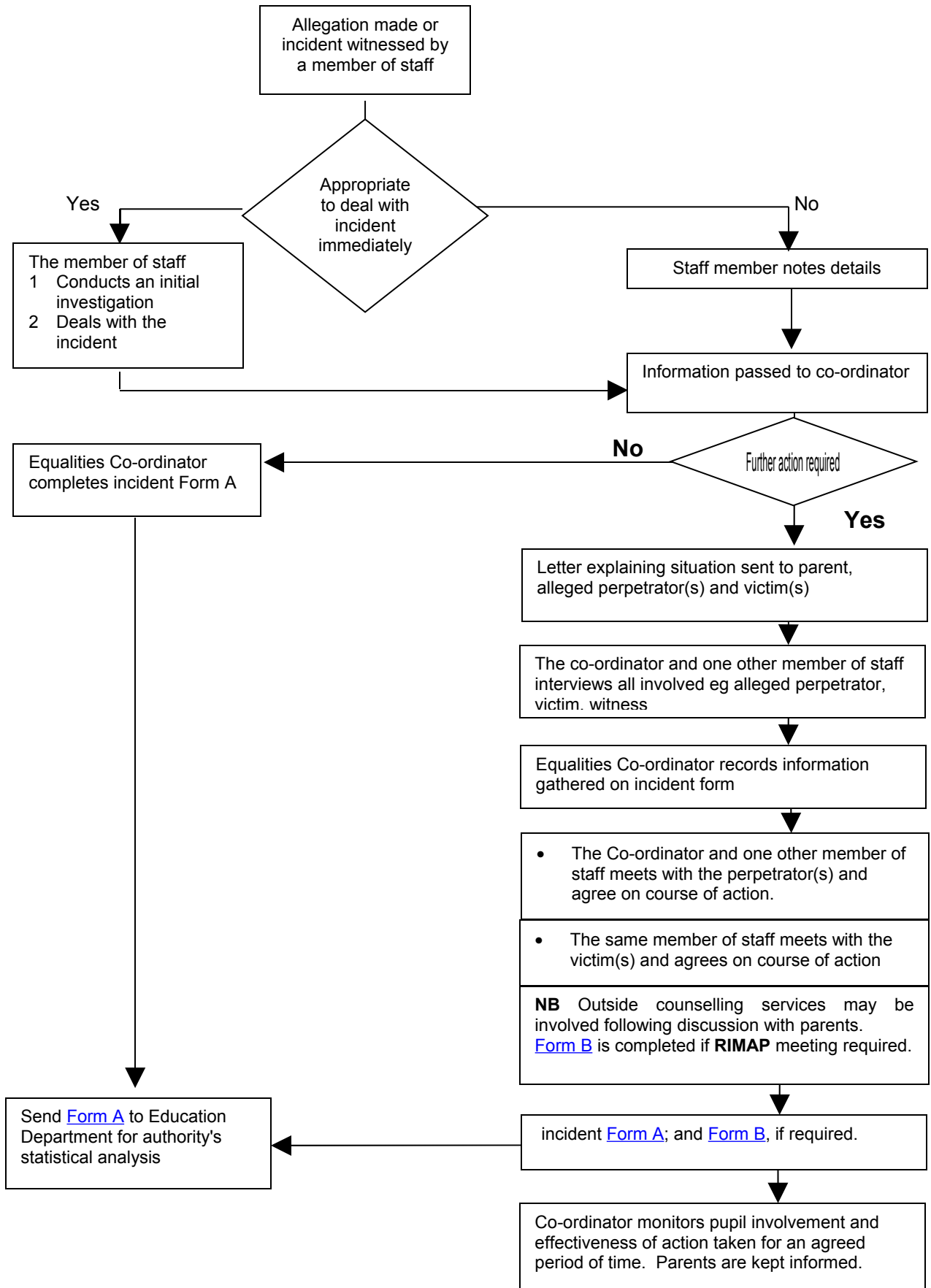
The Director of Education is responsible for monitoring the occurrence and nature of incidents across the City of Dundee schools and other education services.

The Advice and Conciliation Manager 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 Racist Incident Multi Agency Panel (RIMAP). Partner agencies use common reporting and monitoring procedures. [Form B \(Racism\) Appendix 4 Annexe 3](#) 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 Government, as required.

**APPENDIX 4 - ANNEXE 1**





**APPENDIX 4 - ANNEXE 2**

**FORM A RACISM**

To be completed and copied to the Advice and Conciliation Manager, Floor 8, Tayside House

**Name of Educational Establishment:**

**Equalities Co-ordinator:**

**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
<b>Name</b>								
<b>Age (Class Group)</b>								
<b>Gender</b>								
<b>Ethnicity</b>								
<b>Religion (if known)</b>								

**Type/Nature of Incident**

**Written**  
(eg graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, other)

**Damage to property**  
(eg theft of bags, clothes, money; tearing clothes, ripping books, other)

**Verbal**  
(eg name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, other)

**Isolation**  
(eg 'sent to Coventry', shunned, rejected, left out of activities/groups)

**Physical**  
(eg pushing, shoving, fighting, tripping-up, other)

**Incitement**  
(eg encouraging others to behave in a racist, manner; wearing discriminatory insignia such as racist badges, distributing racist literature).

**Other**  
**Please specify**

**When did the incident occur?**

Before school	<input type="checkbox"/>	During class	<input type="checkbox"/>	Lunch time	<input type="checkbox"/>	After school	<input type="checkbox"/>
Between classes	<input type="checkbox"/>	Mid-morning break	<input type="checkbox"/>	Various	<input type="checkbox"/>	Unknown	<input type="checkbox"/>
Other (please state) <input type="checkbox"/>							

**Where did the incident occur?**

In educational establishment	<input type="checkbox"/>	On establishment grounds	<input type="checkbox"/>	Outwith premises	<input type="checkbox"/>
On school bus	<input type="checkbox"/>	Various	<input type="checkbox"/>	Unknown	<input type="checkbox"/>
Other (please state) <input type="checkbox"/>					

**Who reported the incident?**

Victim(s)	<input type="checkbox"/>	Member of staff	<input type="checkbox"/>	Parent	<input type="checkbox"/>
Visitor to school	<input type="checkbox"/>	Other pupil/user	<input type="checkbox"/>	Other	<input type="checkbox"/>

**Please indicate the investigative procedures carried out:**

Investigated incident	<input type="checkbox"/>	Interviewed pupils/users involved	<input type="checkbox"/>
Discussed with parents of victim(s)	<input type="checkbox"/>	Discussed with parents of perpetrator(s)	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>		

**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	<input type="checkbox"/>	Peer Mediation	<input type="checkbox"/>	Written Punishment	<input type="checkbox"/>	Final Warning	<input type="checkbox"/>	Letter to parents	<input type="checkbox"/>
Detention	<input type="checkbox"/>	Exclusion	<input type="checkbox"/>	Police Involvement	<input type="checkbox"/>	Other Please specify below	<input type="checkbox"/>		
Other:									

**Please indicate what action was taken to support victim(s)**

Support from Staff	<input type="checkbox"/>	Letters to parents	<input type="checkbox"/>
Support from other pupils	<input type="checkbox"/>	External agency involvement	<input type="checkbox"/>
Other (please specify)			

**Please indicate what action was taken to support perpetrator(s)**

Support from Staff	<input type="checkbox"/>	Letters to parents	<input type="checkbox"/>
Support from other pupils	<input type="checkbox"/>	External agency involvement	<input type="checkbox"/>
Other (please specify)			

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

Whole school	<input type="checkbox"/>	Group work	<input type="checkbox"/>
Whole class	<input type="checkbox"/>	Individual	<input type="checkbox"/>
Other (please specify)			

**Please indicate when the incident and its aftermath was/will be\* monitored and reviewed after action was instigated:**

One week	<input type="checkbox"/>	One month	<input type="checkbox"/>	Six months	<input type="checkbox"/>
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\*delete as appropriate

Further comments:
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Incident closed

Date:	Signed	
	Designation	

Copy of completed form to be sent to Advice and Conciliation Manager.

## **Key to the Proformas**

### **Age/Class - for both perpetrator(s) or victim(s)**

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)**

M – Male	U - Unknown
F – Female	

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

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

### **Religion of perpetrator(s) or victim(s) if such exist (This information should be available on pupils' SEEMIS 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 4 - ANNEXE 3**

**FORM B RACISM**

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

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

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

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

Complete this Table in BLOCK CAPITALS

<b>Complainant's Name</b>					
<b>Date of Birth</b>		<b>Male</b>	<input type="checkbox"/>	<b>Female</b>	<input type="checkbox"/>
<b>Occupation</b>					
<b>Address</b>					

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

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 Manager, EDUCATION DEPARTMENT, Floor 8, Tayside House. (Fax 01382 433080)**

	at	
--	----	--

**Date/Time Sent**

**This report should be copied to: (1 copy) Chief Inspector Kevin Lynch, Central Division, Tayside Police HQ, West Bell Street, Dundee, Tayside Police (Monitoring Agency). ([kevin.lynch@tayside.pnn.police.uk](mailto:kevin.lynch@tayside.pnn.police.uk)) Tel 01382 591503 Fax 01382 591529)**

	at	
--	----	--

**Date/Time Sent**

## APPENDIX 4 - ANNEXE 4

### 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'ts 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.

#### DO

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

assume bullying does take place

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-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 your establishment

say 'Go away, I'm too busy just now'.

make assumptions based on previous incidents or misbehaviour

**APPENDIX 4 - ANNEXE 5**

**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 .....

## APPENDIX 5

### Building equality into policies

Current and new 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 Equalities Co-ordinator will have a pivotal role in ensuring that race 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 e.g. 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 race 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 racist 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 race equality in the educational establishment and in the local area?

## **APPENDIX 6**

### **Related documents**

The following documents should be considered alongside this policy.

#### **A Revised Quality Improvement Strategy for Schools August 2004**

#### **Education Department Service Plan 2008 - 2011**

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

#### **The Duty to Promote Race Equality: A Guide for Education Authorities and Schools**

## **Useful Organisations and information**

### **Local**

Bilingual Pupils Support Service  
Lawton Road  
Dundee  
DD3 6SY  
Tel 01382 434888

One World Centre  
189 Princes Street  
Dundee  
Tel 01382 454603

School Community Support Service  
6 Kirkton Road  
Dundee DD3 0BZ - Tel 01382 307130

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](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](http://www.bbc.co.uk/asianlife) for Asian ethnic minorities and of general interest

[www.bbc.co.uk/worldservice/people/features/world\\_religions](http://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/youngindex.htm>

[www.antiracisttoolkit.org.uk](http://www.antiracisttoolkit.org.uk)

<http://www.ltscotland.org.uk/inclusiveeducation>

[www.ltscotland.org.uk/antisectarian](http://www.ltscotland.org.uk/antisectarian)

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.hmle.gov.uk/Generic/HGIOS](http://www.hmle.gov.uk/Generic/HGIOS) HMle Quality Indicators

[www.scotland.gov.uk/library2/doc16/cac2-09.asp](http://www.scotland.gov.uk/library2/doc16/cac2-09.asp) The Child at the Centre

[www.ngflscotland.gov.uk/earlyyears/resources/cf25.pdf](http://www.ngflscotland.gov.uk/earlyyears/resources/cf25.pdf) A Curriculum Framework for Children 3 -5

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

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

[www.education.ed.ac.uk/ceres](http://www.education.ed.ac.uk/ceres) CERES (Centre for race equality in Scotland) - 'educating and acting for equity and justice'

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

<http://www.scottishtravellered.net>

[www.scotdac.org.uk](http://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](http://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](http://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 Ken McAra, Quality Improvement Officer: Tel 01382 434888**

**DUNDEE CITY COUNCIL  
Education Department**

**Review of Race Equality Policy and Guidelines**

**Review of functions and policies**

The management structure of Dundee City Council Education Department has been modified since the previous version of the Policy and Guidelines was published, including changes in roles and responsibilities and in decision-making bodies. This has been taken into consideration in the revised version.

Progress in this area has been made and monitored in a range of different ways:

- Strategic Plan Monitoring Database
- Local Authority Annual Report
- Education Authority Report on Racist Incidents
- Annual School Review
- Extended School review
- Continuing Professional Development (CPD)
- Pupil Surveys
- Parental Surveys

Improved access to services has been assisted by:

- an expanded Bilingual Pupil Support Service (BPSS)
- CPD from BPSS, including:
  - input for newly qualified teachers
  - input for Primary 1 teachers
- the creation of a new examination centre, specifically for bilingual pupils

New functions and policies which have been introduced in the last three years include:

- the establishment of an Education Department Equalities Group, which looks at all issues which impact on equality and diversity. This is chaired by the Head of Support for Learning and includes central staff responsible for race, disability and gender equality
- the development of a new Offsite Education Service
- the creation of the School Community Support service
- a new "Supporting Learners" policy with supporting Guidelines
- Policies/Guidelines on:
  - Anti Bullying
  - Child Protection
  - Mobile Phones
  - Managing Disruptive Behaviour
  - Attendance
  - Young Carers
  - Looked After and Accommodated Children

All such new policies and functions are assessed for relevance and race impact as a matter of course by the Education Department as they are introduced. ([Appendix 9](#) gives a current list of all policies and functions, including those devolved to external agencies.)

### **Ongoing monitoring and review processes**

As a matter of course, the impact of these functions and policies, as they relate to Race Equality along with the other equality strands, is monitored and reviewed. This is done yearly with all educational establishments through the Annual Review process, where issues relating to equality groups are discussed between Education Department officers and senior managers from the establishment. These issues include:

- attainment
- quality assurance
- results from parental, pupil and staff surveys
- statistics relating to pupils with English as an additional language, asylum seekers, and violent incidents
- child protection
- equalities
- attendance and exclusions, categorised by looked after children, black and minority ethnic and assessed disabled

A report of the Annual Review is published, including action points for the establishment and for the education authority. A progress report on this then forms the first part of the agenda for the next year's Annual Review

Every third year, establishments have a more in-depth Extended Review, which includes careful scrutiny of policies and other documentation, observation of teaching and focus group discussions with pupils, support staff, teaching staff and parents. The Annual Review also takes place during the Extended Review period. The Review Team consider this evidence when examining the school's self-evaluation against a subset of the Quality Indicators from *How good is our school?* including 5.6 (Equality and fairness). Again, a report of the Extended Review is written and published, including action points for the establishment and the education authority. This is shared with parents.

Facilities are also available within SEEMIS for staff to electronically report racist incidents, and this is gradually replacing the paper-based form which is collated centrally, forming the basis of the annual report on racist incidents which is shared with the Senior Management Team.

The Racial Equality and Diversity Action Group (REDAG) considers issues relating to race equality at an authority level and the Education Department is regularly represented at their meetings

### **Information sharing**

Information is routinely shared with parents and pupils about the Education Department's policy and practice in this area. Leaflets outlining the main points of the department's Race Equality Policy and Guidelines have been issued to all school pupils. Similarly, all schools have been issued with leaflets relating to the work of the Racist Incident Multi Agency Panel (RIMAP) in a number of different languages.

### **Training**

During the course of the previous Race Equality Policy 2005-08, training in equalities duties has been provided for head teachers and other senior management staff at a seminar presented by Ali Jarvis, former head of the Commission for Racial Equality (CRE).

This training covered:

- the context and objectives of the legislative requirements

- the detail of the statutory equality duties on race, gender and disability as well as other requirements on equality falling under the Standards in Scotland's Schools Act and various recent Employment Directives
- Particular issues to look out for and ways to address them
- outline of resource / organisational support and possible next steps
- groupwork on the scenarios
- plenary debrief / Q&A session

Copies of the PowerPoint presentation were then forwarded to all participants for their reference. This has subsequently been followed up by the production of a tailored presentation for head teachers to use with their staff on the first day of the session, reinforcing the duties for schools in all of the equality strands.

Training on equalities is a standard part of the CPD menu for all newly qualified teachers in the authority, delivered by the Quality Improvement Officer (Support for Learning). It also is an integral part of the "Introduction to Additional Support for Learning", a twilight course comprising 9 two-hour sessions, which has had over 400 participants in the last 8 years.

Learning and Teaching in Dundee (LTiD) is Dundee's flagship policy on learning and teaching methodology. Amongst other things, it encourages staff to audit their lessons for issues such as ethnic preferences, and this has been reinforced through significant and sustained staff development at classroom, school and authority level through a network of staff tutors.

## APPENDIX 9

### Dundee City Council Education Department

#### Policies, Guidelines and Functions

- Acceptable Use policy
- Accessibility Strategy
- Assessment Policy (under review)
- Attainment policy
- Autism Policy Statement
- Child Protection Guidelines
- Corporate Equality policies and schemes
- Dealing with Drug Related Incidents
- Development Planning Guidelines
- Disability Equality Scheme
- Education Department Service Plan 2009-2011
- Fair Selection
- Gender Equality Policy
- Guidance on Lone Working & Violence
- Guidance on use of LTiD Planners
- Health & Safety Guidelines
- Home-school Transport arrangements
- Home Visiting
- Improving Pupil Achievement Strategy
- Integrated Children's Services Plan
- Intimate Care Guidelines
- Introductory papers on A Curriculum for Excellence
- Involved and Informed
- Joint Action Team guidelines
- Leadership for Learning policy
- Leadership Strategy
- Learning Together in Dundee (LTiD)
- Managing Absence
- Managing Disruptive Behaviour
- More Choices More Chances policy
- Physical Intervention Guidelines
- Policy on Tobacco and Smoking
- Policy statement on use of telephones
- Professional Support Guidelines
- Racial Equality Policy
- School Trip Guidelines
- Staff Development & Review
- Supporting Learners policy
- Temporary Exclusions from Schools
- Tracking & Monitoring Guidelines

Procured functions include a number of external providers: /

Procured functions include a number of external providers:

- Barnardo's/SPACE
- Community Languages Group
- Dundee College
- Fairbridge
- Grey Lodge
- Helm Training
- Parent to Parent
- Speech and Language Therapy
- Riding for the Disabled
- University of Aberdeen
- University of Dundee