



# **Comhairle nan Eilean Siar**

## **Education Authority Race Equality policy September 2008**

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## INTRODUCTION AND LEGAL FRAMEWORK

CnES welcomes and fully supports the statutory responsibility placed on the Education Department under Race Relations (Amendment) Act 2000, and the Race Relations Act (Specific Duties) (Scotland) Order 2002

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

"Race is an illusion, Racism is Not." Bevin Chu

We are committed to ensuring this Race Equality policy applies to all functions of the Council's Education Service.

### Legal Framework

Under the terms of the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000 and the Race Relations Act (Specific Duties) (Scotland) Order 2002, it is the statutory duty of CnES, in its capacity as Education Authority to: -

- have a written statement of its race equality policy
- ensure that each of its schools maintains a copy of their Education Authority's Race Equality Policy
- make arrangements for each school to: -
  - assess the impact of all its policies on pupils, staff and parents of different racial groups
  - monitor the operation of its policies by reference to their impact on pupils, staff and parents of different racial groups
  - carry out the above assessment and monitoring exercises paying specific attention to the impact of the Education Authority's REP on pupils' attainment levels
- ensure that each school complies with these arrangements
- annually publish the results of monitoring

In formulating this policy our starting point was an acceptance of the following definition of racism and institutional racism:

Racism - Conduct or words which advantage, or disadvantage people because of their colour, culture or ethnic origin.

Institutional Racism - Defined by the Stephen Lawrence Inquiry as *"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin."*, which *"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."*

"The world is a dangerous place. Not because of the people who are evil; but

because of the people who don't do anything about it." Albert Einstein

## BACKGROUND

Although the Western Isles is the largest island council area in Scotland, it has the third smallest and fastest falling population of the Scottish authorities. At the 2001 Census the population of the Western Isles was 26,502, with English born residents numbering over 2000 and 1% accounting for other ethnic minority groups. The minority numbers are likely to be a considerable underestimate on the current figures however – e.g., the 2001 Census figure for Hong Kong/China born residents of the Western Isles was 7, but in 2007 the local Chinese community in Stornoway numbered over 30. The ethnic minority figures in individual schools vary considerably, with one medium sized Western Isles school in 2008 reporting 13 different first languages among pupils.

Since the 2001 census there has been significant demographic change nationally and locally. In Scotland as a whole in the year 2006 there was a 5% increase in the number of non-white ethnic minority pupils in Scotland's schools (CRE-Scotland report). Since EU expansion in 2004 it is estimated the number of migrants from European accession countries living and working in the Western Isles has grown by approximately 300 (HIE). (In 2001 the census reported only 2 residents from Poland.)

With few (if any) distinct voluntary organisations representing the needs of any of the different ethnic minorities, consultation on policy issues and determination of the needs of ethnic minority groups is difficult and limited.

Evidence, both anecdotal and formal, indicates a degree of racism towards English people in the Western Isles.

- The Moderator of the General Assembly of the Church of Scotland The Rt Rev Sheilagh Kesting in 2007 described "anti-Englishness" when "growing up in Stornoway on the Isle of Lewis" adding "I grew up in the north-west, in a part of Scotland where English people tended to settle and there was an antipathy towards them. They weren't altogether welcomed." *The Independent* 18 February 2008.
- The Outer Hebrides Diversity & Equality Partnership in 2007 identified and addressed anti-English sentiment in the context of Race Equality.
- In June 2007 the CRE in Scotland reported that racial discrimination enquiries from the Western Isles in 2005 and 2006, although numerically small were "disproportionately high" when compared to Scotland as a whole.

"Race prejudice can't be talked down, it must be lived down." Francis J. Grimke

## AIMS AND OUTCOMES

The CnES Education Service is committed to an inclusive ethos based on respect for, and celebration of ethnic diversity. Educational Services strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners and in the Community. This preparation of young people for multi-cultural and multi-ethnic living is as important for the majority indigenous population of young people as for the ethnic minority young people. Not only is the Western Isles community becoming more diverse, the wider world to into which large numbers of Western Isles young people move is increasingly cosmopolitan.

The Education Service also recognises that genuine equality of opportunity for all has yet to be achieved and that discrimination, whether intended or not, is still a fact of life for some. The Race Equality Policy will be part of an equalities framework for Educational Services. We are therefore committed to working towards developing an environment in which all pupils, parents/carers, visitors and employees enjoy equality of opportunity in both service delivery and employment. This will be achieved by integrating equality issues into everything we do. We aim to eliminate unlawful discrimination and to promote good race relations in all areas of the work of the Education Service.

We will:

- take positive action to eliminate racial discrimination and harassment
- promote equality of opportunity for all members of our school educational communities
- promote good relations between people of different racial groups
- promote equality with local organisation/partners
- promote equality within the local community
- ensure that the promotion of equal opportunities and good race relations will be built into all relevant policies

"I have a dream ... my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character." Martin Luther King Jr

CnES Education Service acknowledges and values without prejudice all ethnic and national groups represented in schools and in the wider community, including asylum seekers, refugees, Gypsy/Travellers and migrant workers. We recognise that we live increasingly in a multi-cultural and multi ethnic community (with residents from over 50 countries). Cultural and ethnic diversity will be valued in this authority amongst all our staff, in the curriculum, amongst the pupil body and service users. We will ensure that the culture and ethos in all of our establishments places equal value on the diverse racial, religious or philosophical belief, ethnic group, cultural and linguistic heritage represented in our society.

Equality Act 2006, Section 77. (Discrimination on the Grounds of Religion or Belief in force from 30 April 2007.)

"Race hate isn't human nature; race hate is the abandonment of human nature."  
Orson Wells

## **ROLES AND RESPONSIBILITIES**

We are committed to working towards developing an environment in which all pupils, parents, employees and visitors enjoy equality of opportunity in both service delivery and employment by integrating consideration of equality issues into everything we do. In order to do this it means we will be pro-active in tackling discrimination, promoting equal opportunities and good race relations. We have set out below the responsibilities of the Authority and its staff at all levels.

"I have fought against white domination and I have fought against black domination. I have cherished the ideal of a ... society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die." Nelson Mandela

### **Education Service**

The Director of Education will be responsible for ensuring that all educational establishments comply with the Race Relations Act and ensuring that this race equality policy and procedures are followed.

CnES Education Department is the Education Authority and is responsible for ensuring that all educational establishments, including schools under its management, make arrangements to monitor and assess the impact of all its policies on the elimination of discrimination and in the promotion of good race relations.

The authority will provide support through guidance and resources to establishments in meeting their obligations.

The authority's programme of induction, staff development and curricular support will reflect the importance of this policy by ensuring CPD courses for officers, senior management teams, teachers and all personnel working with young people and adult learners in educational establishments.

In order to raise public awareness of its stance in relation to the development of the Race Equality Policy in all Educational Establishments, CnES Education Service will take steps through various representative groups such as:

- Community Learning Partnership groups
- Parent Councils
- PTAs
- Parents' groups
- Appropriate Trade Unions
- Other appropriate representative groups

"Racism isn't born folks, it's taught. I have a two-year-old son. You know what he hates? Naps! End of list." Denis Leary

## Head Teacher

The Head Teacher in each school is responsible for:

- Actively promoting race equality in schools
- ensuring that the Education Service Race Equality Policy is made available and that the Parent Council members, staff, pupils, their parents/carers are aware of the Policy
- producing a school Race Equality Policy in line with the Education Service Policy
- ensuring that Race Equality Policies and procedures are followed
- dealing with racial incidents and monitoring racial incidents using the monitoring forms process
- reporting on an annual basis to staff and Parent Council members on the implementation and impact of the policy in the annual report
- the provision of CPD provision on the policy to staff and the parent council

## Staff within Education Service Establishments

It is important to state that multicultural and anti-racist education is a function of all educational establishments and services. It must be seen as an integral part of the teaching and learning process for all establishments and services. It should form part of an overall equalities framework promoted by each Education Services establishment. All CnES staff in educational establishments and services, within their aims and objectives, will recognise the following obligations:

- to promote awareness of the positive aspects of diversity in society
- to actively oppose racism and racist attitudes and behaviours and take action against them

"It's OK to be different, to be who you are." Poem – Angel of secrets

## Quality Improvement Officers/Education Support Officers

The Quality Improvement Team will provide support for educational establishments in meeting these obligations. All education establishments and services will develop a policy on multicultural and antiracist education, which will be shared with participants and the wider community. **Guidelines for developing a policy are available from CRE-Scotland** at

**[http://www.cre.gov.uk/duty/pa\\_specific\\_education\\_schools\\_scotland.html](http://www.cre.gov.uk/duty/pa_specific_education_schools_scotland.html)**

Educational establishments will use HGIOS "Promoting Race Equality", as well as HGIOS "Inclusion and Equality – meeting the needs of Gypsies and Travellers" and CERES "Race Equality Audit for Schools" to ensure that race equality is built into all areas of school life, again supported by QIOs/ESOs.

## **LEGAL REQUIREMENTS**

### **All staff in the CnES Education Service have a responsibility:**

- to implement the Race Equality Policy
- to promote equal opportunities and good race relations
- to prevent discrimination against anyone on the grounds of race, colour, nationality, ethnic or national origins and to be aware of society's religious, cultural and linguistic diversity.

## **SPECIFIC DUTIES**

### **Quality Improvement, Monitoring and Evaluation**

A guideline on race equality based on the aims and values of this policy will be developed taking into account examples of good practice. This will ensure that equalities issues and, in particular, race equality is considered and, where appropriate, built into establishment policy and procedures. The guideline will be in place by June 2009.

All new CnES Education Department policies, strategies and procedures will take account of the implications for race equality where relevant.

### **Ethnic Monitoring**

Systems for gathering ethnic data in Western Isles schools will report on Attainment levels of ESL pupils annually. This information will be developed to collate and analyse aspects of educational provision from a race equality perspective. Arrangements for monitoring the ethnic origin of staff in post or leaving the Council and of people who apply for employment, training and promotion are also in place at Council level (see the CnES Race Equality Scheme).

All work in this area will be carried out according to the Data Protection Act. In particular, no individual will be identified in published reports.

<p>"Race is precisely of as much consequence in man as it is in any animal." John Ruskin</p>
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### **Evaluation and Review of Policies**

The CnES Education Service will ensure that relevant policies and procedures will be reviewed in relation to the implications for race equality. We will ensure the inclusion of questions on race equality implications into the existing cycle of Policy Review and planning.

Existing quality assurance systems including "How Good is our School: Promoting Race Equality", "Race Equality Audit for Schools" (CERES), HGIOS "Inclusion and Equality – meeting the needs of Gypsies and Travellers", "How good is our Community Learning and Development" and "Quality Management in Education" will be used to assist us to assess how effective our policies and strategies are in tackling racial discrimination and in promoting good race relations.

## **Consultation and Monitoring for Adverse Impact**

In addition to the evidence gathered through quality assurance strategies, the Education Service will begin to explore existing contacts in Minority Ethnic groups, consult on school experiences of Minority Ethnic Families and develop focus groups of parents of pupils from other ethnic backgrounds and of adult learners and service users. These will provide comment and criticism on how our policies are working.

*"Men are born equal but they are also born different." Erich Fromm*

## **Publishing the results of evaluations, consultation and monitoring**

The Authority has a well-established and proactive approach to using the local media to ensure that members of the community are aware of the work we do. These arrangements will encompass the publication of the results of any consultations and evaluations we carry out.

Given the low numbers of pupils from Minority Ethnic backgrounds in most of our schools, great care will have to be taken in ensuring that, when feeding back or publishing results of assessments, that individual pupils are not identified. This may require the provision of specific information to Head Teachers and more general information covering the Western Isles for general public use.

We will also use the Council Website to publish this information where possible.

Appropriate CPD will be provided for all Education Department staff to raise awareness and understanding of race equality. This will include the application of policy and development of best practice.

## **BREACHES OF POLICY**

Breaches of this policy will be dealt with by established formal procedures for pupils and staff, e.g.,

Discipline and grievance

Anti – bullying

Racist incident reporting

*"It doesn't matter if a cat is black or white, so long as it catches mice." Deng Xiaoping, Reformer and former leader of the Communist Party in China.*