



THE MORAY COUNCIL  
**RACE EQUALITY  
SCHEME**

2008 - 2011





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**2008-2011**

[www.moray.gov.uk](http://www.moray.gov.uk)





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## **1. BACKGROUND**

The Race Relations (Amendment) Act 2000 placed a duty on public authorities – as recipients of public funds and as providers of public services – to use their resources not only to avoid discrimination but also to promote equality of opportunity – to provide appropriate and professional services to all people.

The Race Relations (Amendment) Act 2000 came into force on 2nd April 2001. It amended the Race Relations Act 1976 and introduced new duties for public authorities, including The Moray Council.

By the 30th November 2002 there were a number of requirements placed on public agencies. These requirements included:-

- Local Authorities had to publish a Race Equality Scheme and to review the scheme every three years.
- Local Authorities had to make arrangements for ethnic monitoring of their workforce.
- Education Authorities had to prepare a Race Equality Policy.



## 2. INTRODUCTION

The Race Relations (Amendment) Act makes it the general duty of the Council, in carrying out its functions, to have due regard to the need to eliminate unlawful race discrimination and to promote equal opportunities and good race relations between people from different racial groups.

This followed from the Stephen Lawrence Inquiry which defined institutional racism as “the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin”.

Racial grounds are defined as being grounds of colour, race, and nationality or ethnic or national origin.

The Race Relations Act 1976 defines direct and indirect racial discrimination, harassment and victimisation.

**Direct racial discrimination** means treating a person less favourably than you would treat other persons in the same or similar circumstances on racial grounds.

**Indirect racial discrimination** now has two meanings, depending on the racial group concerned and/or the activity in which the discrimination takes place:-

- a) In relation to a racial group defined by race or ethnic or national origins, and in relation to employment, education, housing, health, provision of goods, facilities or services, indirect racial discrimination means applying a race-neutral provision, criterion or practice which disadvantages people from a particular racial group compared to others and which cannot be shown to be an appropriate and necessary way to achieve a legitimate aim.
- b) In relation to a racial group defined by colour or nationality and in relation to regulation and law enforcement activities of public authorities or their contractors, indirect discrimination means applying a requirement or condition equally to all persons, which a considerably smaller proportion of one racial group can comply with, and which the requirement cannot be justified on non-racial grounds.

**Harassment** which occurs in employment, education, housing, health, provision of goods, facilities or services and on grounds of race or ethnic or national origins means unwanted conduct that has the purpose or effect of violating the person’s dignity or creating a hostile, degrading or offensive environment. In other cases harassment is treated as a form of direct racial discrimination.

**Victimisation** means treating a person less favourably than others because they have brought proceedings or made a complaint under the Race Relations Act or supported someone else’s complaint, intends to do so or is suspected of doing so.

In relation to, and for the better performance of the general duty, the Council has a specific duty to produce, and review, a Race Equality Scheme. There are also specific duties in relation to education and employment.

This document is the second tri-annual review of our Race Equality Scheme. It summarises our approach to Race Equality and sets out how the Council plans to meet our duties.



## SUMMARY OF PROGRESS OF ACTION PLAN 2006-2009

Assessment of functions and policies are being carried out over the three-year period 2006-2009. It is planned to have all existing functions and policies assessed by March 2009. A further table will be created including all proposed policies etc once all existing ones have been completed.

Services who have identified negative impacts within their impact assessments have created action plans to include their recommendations and dates are set for carrying out such work. Policies are being amended to eliminate negative impacts of the policies.

Personnel services have carried out a verification of employee data exercise. This is to establish more accurately the profile of our staff. To date only one third of staff have responded, therefore Personnel continue to encourage return of the forms. This data will be included in our annual equality reports once available.

The Community Planning Partnership has established an Equalities Forum for consultation purposes. There are representatives from local and national organisations covering all equality strands. Equalities impact assessments carried out by partner agencies on their policies and activities require formal consultation. This is to give consideration as to whether there is, or likely to be, a different impact whether direct or indirect on the grounds of race, gender, disability, sexual orientation, religion or belief or age. This group will be expected to comment and make recommendations on assessments of existing and proposed policies and activities. This is ahead of schedule as set out in the action plan for 2006-2009. The Equalities Forum is viewed as a valuable and positive way forward.

Over the past two years we have delivered four equalities training courses as part of the Social Awareness events organised by Employee Development. This has reached approximately 300 staff. We are now investigating how to promote equalities by e-learning. Discussions are planned with Employee Development to bring this forward.

The Happy to Translate Logo initiative was launched within Council departments in April 2006 and has now been rolled out to the rest of the Council. The Happy to Translate Logo has enabled the council to improve access to services by offering advice and information in peoples' first language. Services include:-

- language line – a telephone based service
- face-to-face interpreters
- translated documents

The use of services by non-English speakers is monitored by the use of the Happy to Translate initiative. Language, department, request and cost are all monitored. Polish is the most requested language and mainly by Housing and Education Departments. In 2006/07, 60 telephone calls were made to language line, 18 foreign face-to-face interpretations and 85 written translations were requested. During 2007/08, 27 telephone calls were made to language line, 62 foreign face-to-face interpretations and 102 written translation were requested.





### 3. RATIONALE

Every local authority area in Scotland includes people from ethnic minorities. The Race Relations (Amendment) Act applies equally to all public authorities regardless of the size of ethnic minority communities they serve.

Not all ethnic minorities are “non-white”. Many parts of Scotland have Gypsy/Traveller communities and/or asylum seekers and refugees. While they may not have been recorded in the 2001 census, they may be especially vulnerable to racial discrimination and harassment; they may also have particular needs which, under the Race Relations Act duty, the Council is expected to take into account.

From the 2001 census, the total population of Moray is 86,940. Most people (almost 60%) live in the 5 main towns of Elgin, Buckie, Forres, Keith and Lossiemouth. The overall population density is low at 38 persons per square kilometre (compared to 66 in Scotland).

When looking at the break down in figures for Moray this shows a very low ethnic population. According to the 2001 census, the largest ethnic group in Moray is white with 86,175 people while the second largest ethnic group is Chinese at 151. The other 614 people are from 8 other ethnic groups, however this is an increase of 360 people since the 1991 census where only 254 people were recorded from the 8 other ethnic groups.

As stated in the 2001 census less than 1% of the population belonged to an ethnic minority group. However there has been a significant increase since the collation of the census. The General Register Office for Scotland highlighted that a net figure of 2,900 migrants (from the UK and abroad) entered Moray between July 2001 and June 2006. This amounted to approximately 3.3% of Moray’s population.

Between 2002/03 and 2005/06 the Grampian region increased its share of migrant workers in Scotland, from 12.7% to 14.5%. National Insurance Number (NINO) registrations increased dramatically from 20 in 2002/03 to 3,010 in 2005/06 and made up 50% of Grampian NINO registrations. This accounted for 55% of registrations within the Moray area. These figures however would only include those who actually registered under the Migrant Worker Register Scheme.

The Chinese Community are the longest settled ethnic minority group within Moray. It is estimated that there is now approximately 300 Chinese people within the Moray area. The majority being self-employed within the catering business. Chinese way of life is very much focussed around the Church.

### BACKGROUND INFORMATION

The Migrant Workers in Grampian Research (2007), funded partly by Moray Council, highlighted that Grampian represents a faster rate of growth than that experienced in either the UK or Scotland. This previously attracted very little migration. The main findings were:-

- Migrant workers, and A8 nationals in particular, are an important part of the workforce in food processing, agricultural and hospitality sectors and are increasingly seen as a permanent solution to local labour shortages. The majority being Polish nationals within the Moray area.





- Most migrant workers reported working long and irregular hours in jobs for which they appeared to be over qualified. They were prepared to trade off poor working conditions and long hours with earning as much as possible, as the vast majority saw themselves as being in Scotland on a temporary basis.
- Service providers had noted a marked increase in demand for service provision from migrant workers.
- The language barrier is the most consistently cited problem facing migrant workers and service providers. Service providers reported a huge demand for English language classes and interpreting and translation services.

Race Equality in Moray was examined in 2006 by the Public and Voluntary Sector. Attitudes were explored using the Moray Citizens' Panel, examining Racist Incidents data and conducting initial consultative work with migrant workers and minority ethnic communities. The findings highlighted that:-

- Minority ethnic people are under-represented in many areas of employment and new migrant workers, arriving to fill labour shortages in some areas of the economy, lack support to ensure that their basic needs are met.
- Established minority ethnic communities in Moray have language support needs, particularly for older members of their communities and a need for culturally appropriate services.
- There appeared to be a lack of information reaching people regarding the availability of interpretation and translation services and this may prevent some families from accessing the full range of services and receiving support in relation to issues such as racism.

There is a significant Gypsy/Traveller population within Scotland (no official figures exist). Within Moray, there are approximately 300 to 350 Gypsy/Travellers living in the settled community. Whilst at any one time there can be up to 40 Travellers including their families, living on unauthorised or stopover sites. Within June 2008 alone there were approximately 150 Gypsy/Travellers in stopover or unauthorised sites. These come from a number of backgrounds including local Gypsy/Travellers, and people from neighbouring authorities, along with a smaller proportion of Irish Gypsy/Travellers. Gypsy/Travellers experience a number of problems including negative stereotyping, housing, health and education difficulties.

It is estimated that up to 90% of adult Travellers have significant reading and writing problems and this affects their ability to access services. Although most Traveller children do attend primary school traditionally relatively few go on to secondary education. This situation is improving and there has been an increase in young Travellers attending Secondary education. The Education Service in Moray Council is taking positive action to further address this issue by delivering flexible teaching support to Gypsy/Traveller children. A new peripatetic teaching post, Gypsy and Traveller Teacher, will commence in December 2008 with the aim of delivering additional targeted support across Moray.

The Council also works closely with and funds services to the Gypsy/Traveller community through the Gypsy Traveller Education and Information Project, GTEIP. This delivers a range of services including help in accessing Social Work, Education, Advocacy and Health Services. This also helps assist in the inclusion and promotion of Gypsy/Traveller culture, and specific event days have been held locally.



At a national level Moray has an officer representative at meetings of the Scottish Traveller Education Project, STEP. The Council has a dedicated member of staff to liaise with Gypsy/Travellers, to resolve minor disputes with the settled community and deliver services. These services include the provision of portaloos, bins and waste bags. An advice and sign-posting service is also made available to Gypsy/Travellers on unauthorised encampments.

At present, there are no authorised Gypsy/Traveller sites within Moray following the closure of the official site in Elgin, Chanonry, to progress the Moray Council flood elevation scheme. However Moray Council is examining the feasibility of providing alternative transit or halting sites in response to requests from Gypsy/Travellers for smaller scale sites in the Moray area.

Statistical information obtained from Grampian Race Equality Council highlights that the majority of racist incidents are between Scottish and English residents in Moray. Between October 2007 and September 2008 there were 60 incidents recorded altogether. English victims constitute 37% of the total number of victims compared to 9% for Aberdeen City and 22% for Aberdeenshire.

The varied ethnic groups and languages dispersed throughout the overall population, makes addressing race equality difficult but important in Moray. It is our duty to ensure that all parts of our community are represented, everyone has equality of opportunity, and the Council promotes good race relations in all its working practice.



## 4. AIMS/OUTCOMES

The Moray Council aims to:-

- Eliminate racial discrimination and harassment.
- Promote equality of opportunity for all members of our local community.
- Promote good race relations between people of different racial groups.

The Moray Council objectives will be to:-

- Ensure that the promotion of equal opportunities are included in all policies, plans and working practice.
- Be a model employer and equip our workforce, enabling them to promote equal opportunities by using examples of best practice.
- Use our economic and social influence to influence those who work for us, and those who do business with us, to incorporate our aims into their working practice.
- Report performance in the Annual Race Equality Report.
- Promote diversity and equality through Community Planning.

The Moray Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises the diversity in the community and that all groups do not have the same resources, situations and needs, therefore the Council must ensure that these issues are reflected in the planning, designing and improving of our services. Consideration of these issues must be reflected in the Community Planning process to ensure that all Community Planning Partners mainstream equal opportunities into their planning, design and improving services.



## 5. IMPLEMENTATION PROCEDURES

The promotion of race equality must become a central element in planning, development, performance and evaluation. It should challenge current thinking and approaches to race equality to avoid discrimination and to promote positively equality of opportunity and good race relations.

The implementation process will create a cycle of continuous improvement:-

- identify the aims of policies and functions
- assess the likely impact on race equality
- consult
- eliminate any discrimination whether direct or indirect
- monitor / feedback / revise
- report on progress
- review every three years

### Equality Impact Assessment

The Council is obliged to set out and prioritise for review all policies and functions that are relevant to the general duty. Assessment of policies and proposed policies for likely impact on the promotion of race equality also needs to be undertaken over a rolling three-year period. Different policies may affect different racial groups in different ways and as service providers it is important to understand the different needs of individuals and groups, making the necessary adjustments to ensure they are not disadvantaged.

We have created an equality impact assessment tool (Appendix 1) which is designed to equality impact assess all equality strands. An equality impact assessment examines the potential impact of a policy on the promotion of equality and highlights whether the policy will help or hinder the Council to meet its duty to promote equality. If evidence suggests that it is likely to be discriminatory or otherwise inhibit progress towards equality, then the assessment process will enable the Council to consider whether the policy can be modified to reduce any adverse impact or whether an alternative policy that better promotes equality could be adopted. Assessment guidance has been published to assist services. It is planned that all existing policies and activities are assessed by March 2009. A table of new and proposed policies and activities will then be created.

### Consultation

The Community Planning Partnership has established an Equalities Forum for consultation purposes. Representatives from local and national organisations covering all equality strands have shown an interest in contributing to the forum. Equalities impact assessments carried out by partner agencies on their policies and activities require formal consultation. This is to give consideration as to whether there is, or likely to be, a different impact whether direct or indirect on the grounds of race, gender, disability, sexual orientation, religion or belief or age. This group will be expected to comment and make recommendations on assessments of existing and proposed policies and activities. This scheme has been passed to the forum for consideration and comments incorporated.



## Monitoring

Monitoring is a way of ensuring that the Race Equality Scheme is being implemented and working. It will highlight whether any particular action has been effective and what other action is required. Included in the remit for our internal Equalities Working Group is the monitoring of progress with actions in the Equality Schemes and feeding of information about this including any concerns and need for further work, to the Corporate Management Team and elected members.

Equalities indicators are being integrated into the Council's performance information system. This will highlight not only the structure of our workforce but also how and by whom our services are being used. This information will be collected for one year before analysis is carried out.

The Joint Racist Incident Group attended by Aberdeen Council, Aberdeenshire Council, Moray Council, Grampian Race Equality Council and Grampian Police meet every six months to discuss best practice and racist incidents reported via the Racist Incidents Monitoring Form. Further training is planned in 2008/09 on the Racist Incident Monitoring Form to departments who require it. These forms are monitored to highlight valuable information regarding crime patterns or harassment trends.

## Reporting

The Council is obliged to publish what impact assessments have been completed, monitoring reports and consultations. We publish our information on the Moray Council website [www.moray.gov.uk](http://www.moray.gov.uk) and are continuously updating our list of completed assessments. The Race Equality Workforce Monitoring Report and the Annual Race Equality Report are published annually. In addition the results of consultations will be made available once the equality forum begin advising on the policies and activities.

## Training Staff

Over the past two years we have delivered four equalities training courses as part of the social awareness events organised by Employee Development. This covered all equality strands, highlighting legislation and best practice whilst encouraging participants to consider the issues surrounding equality and diversity. This has reached approximately 300 staff. We are now investigating how to promote equalities by e-learning as this has been identified as having the potential to train many staff quickly and easily. Discussions are planned with Employee Development to bring this forward.



## 6. PROVIDING ACCESS TO INFORMATION

The Council will ensure that minority groups can get information about the Council and its services. This will involve focusing on those who face barriers in accessing services (such as language barriers). The Happy to Translate Logo has been successful in aiding the Council to provide information that is required to non-English speakers regarding the services the Council provides.

As a result the Council is:-

- Monitoring how people from ethnic communities use our services and information. This is recorded by monitoring the uptake of interpretation and translation services.
- Identifying and removing barriers that some people from different racial groups might face when they try to get information and services available so that no one is excluded. This is identified through impact assessment of prioritised policies and functions.
- Making use of Language Line for interpretation when required.
- Making use of interpretation services for face to face contact. This service is sourced as far as possible with local interpreters.
- Making use of translation services when required.
- Encouraging people from ethnic groups to become involved in our consultation exercises.

In addition, English for Speakers of Other Languages (ESOL) classes funded by Scottish Government and co-ordinated by the Council, deliver 21 classes and has 215 learners. There are 20 different nationalities altogether attending these classes. These classes are viewed as a major step forward in improving communication.



## **7. PROCUREMENT AND PARTNERSHIPS**

The purpose of procurement is to meet The Moray Councils requirement for goods and services that it cannot provide from within its own resources. Goods and services with a value in excess of the limit for single tender should be acquired by competition. In all dealings with suppliers or potential suppliers, the highest standards of health and safety, fairness, honesty, efficiency and professionalism must be preserved. Compliance with the Council Procurement Policy and Procurement Procedures is essential; this supports ethical standards in procurement.

We will ensure that we buy all of our goods and services through open and fair competition by maximising our options for purchasing from a diverse and competitive range of suppliers including minority businesses, voluntary and community sector groups, small firms and social enterprises. Use of the “Public Contracts Scotland” website to advertise all forthcoming tenders will ensure that we maintain these standards.

We will take into account, within our tender evaluation and contracting processes, a potential contractors approach to equalities in terms of its employment practices and service delivery, which will also be monitored and managed during the life of each contract.

To this end we will ensure that partnerships operate in such a way as to comply with the duties.





## **8. ROLES / RESPONSIBILITIES / RESOURCES**

The Moray Council is committed to developing a community in which everyone enjoys equality of opportunity in both service delivery and employment by integrating equality issues into everything the Council does. In order to do this the Council must be pro-active in tackling discrimination, promoting equal opportunities and good race relations. Discrimination, harassment, victimisation and racial stereotyping will not be tolerated. Staff are expected to treat each other, and members of the public with respect and consideration. Set out below are the responsibilities of the Authority and its staff.

Elected Members are accountable for the delivery of the statutory general duty to promote Race Equality in Scotland. They are accountable to the public for the delivery of best practice within Council services. Further, Elected Members are responsible for authorising and approving policies and they determine the resources allocated to enable the Council to deliver the general duty.

The Chief Executive and Corporate Management Team are responsible for implementing the Race Equality Scheme approved by Elected Members. Implementation of the scheme involves prioritising policies and functions, impact assessments, consultation, providing access to information and reporting. The responsibility for monitoring of the Race Equality Scheme and training will also lie with the Chief Executive and Corporate Management Team. Funding is required for the provision of interpretation and translation services, to allow access to information. The funding is currently estimated at £10,000 per annum.

Directors and Heads of Service are responsible for implementation of the Race Equality Scheme within their services. They are responsible for ensuring compliance with the duty and ensuring race equality consideration are part of all decisions taken within their service. This includes ensuring that all policies and functions are reviewed, impact assessments are carried out and actions arising from assessments are included in Service Improvement Plans. They are responsible for dealing with racial incidents and monitoring racial incidents using the monitoring form.

The responsibility for raising awareness of race equality, advising departments, monitoring, reviewing and reporting will lie with the Equal Opportunities Officer.

The Head of Personnel Services is responsible for monitoring staff in post, applicants for employment, training and promotion. They are also responsible for monitoring those who benefit/suffer from appraisals, those involved in grievance and disciplinary procedures and those who leave the employment of the Council. A report on monitoring will be submitted to the Council annually.

Managers are responsible for upholding the standards set by the Council, challenging discrimination, promoting equal opportunities and good race relations. Managers will identify staff to be trained by the Employee Development Section.



Individual members of staff are responsible to uphold Council commitment to the general duty by eliminating racial discrimination and harassment, promoting equality of opportunity for all members of our local community and promoting good race relations between people of different racial groups.

Much of the work that the Council is doing includes partnership working. Ensuring compliance with the duties in partnership working with others whether they be other public, private or voluntary organisations will happen in two ways:-

- Through Heads of Service who will have broad responsibility for overseeing compliance in their areas.
- Within service level agreements and contracts there should be a section clearly stating the need to be compliant with the Race Relations Act.

## **Educational Services**

The Director of Educational Services will be responsible for ensuring that all educational establishments comply with the Race Relations Act and ensuring that the Race Equality Policy (Appendix 2) is followed.

Parent Councils play a vital role in developing the ethos of individual schools. They have a role in assisting the Head Teacher ensure that the school community reflects the aims and values contained in this scheme.

The Head Teacher in each school is responsible for:

- Ensuring that the Educational Services Race Equality Policy is readily available and that the Parent Council members, staff, pupils, their parents and guardians are aware of the Policy.
- Producing a school Race Equality Policy in line with Moray policy format and linked with the Educational Services Policy.
- Ensuring that these Race Equality Policies 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 training on the policy to staff and the school board.

Quality Improvement Officers, under the direction of the Senior Management Team will provide support for educational establishments in meeting obligations. All educational establishments and services will develop a policy on multicultural and antiracist education, which will be shared with pupils and parents.

# Appendix 1

## Equalities Impact Assessment

Please note the word 'activity' will be used throughout this guidance to cover any policy, procedure, strategy, proposal, function etc

Column 1 – What is the overall service area that you are assessing? Is it the whole department or the area of work that you are responsible for?

Column 2 – Are there sub-services / areas under the overall service? If so what are they?

Column 3 – What are the specific activities under each of these service areas?

Column 4 – Who is responsible for delivering this activity?

Column 5 – What does this activity do? What is its primary purpose? Is it aimed at all groups or sections of society?

Column 6 – Which groups of the population do you think will be affected by this activity? Please indicate whether high, medium, low or no Relevance in column 7.

| State overall service area | State sub-service areas | Title of 'activity' | Who are the main department(s) / people involved in delivering this activity? | What are the intended outcomes of the activity? How does the service user use this service? | Please indicate the groups that you believe could be affected by this activity is of high, medium, low or no relevance? Those high, medium and low will be assessed in-depth on p 7 & 8 | Please state whether high, medium, low or no relevance. |
|----------------------------|-------------------------|---------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                            |                         |                     |                                                                               |                                                                                             | Race & ethnic* minority people (incl. Travellers                                                                                                                                        |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | Gender (or transgender)                                                                                                                                                                 |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | Disabled people                                                                                                                                                                         |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | People in religious/fait groups                                                                                                                                                         |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | Older people, children and young people                                                                                                                                                 |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | Lesbian, gay, bisexual and transgender                                                                                                                                                  |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | <b>Below are optional non-statutory groups to assess if there is an impact</b>                                                                                                          |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | Homeless people                                                                                                                                                                         |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | People with mental health problems                                                                                                                                                      |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | People involved in the criminal justice system                                                                                                                                          |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | People of low income                                                                                                                                                                    |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | Staff                                                                                                                                                                                   |                                                         |
|                            |                         |                     |                                                                               |                                                                                             | All of the above                                                                                                                                                                        |                                                         |



| <b>Participants involved in this equalities impact assessment.</b><br>Who is carrying out this assessment - policy makers, front-line staff, specialist staff etc?<br>Who has been involved? | <b>Were any equalities groups consulted. Give details if so.</b><br><br><b>Impact assessments will be passed to the equalities forum via the Equal Opportunities Officer</b> | <b>Were any community groups consulted. Give details if so.</b> | <b>Details of any other evidence used to assist this assessment.</b><br><br>What else have you used to inform this assessment ie surveys, statistics, general information? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                              |                                                                                                                                                                              |                                                                 |                                                                                                                                                                            |
| <b>Is there additional information or evidence required to assist with this assessment?</b>                                                                                                  |                                                                                                                                                                              |                                                                 |                                                                                                                                                                            |
|                                                                                                                                                                                              |                                                                                                                                                                              |                                                                 |                                                                                                                                                                            |



#### Things to look for in all documents:-

- Language used – it is recommended that plain English be used as far as is practicable, and that the “document” is available in other languages and/or formats if requested”.
- Layout of document – Arial 12 is used and formatting should be consistent avoiding unnecessary “clutter” e.g., underlining, use of boxes.
- Terminology – be aware of using terminology that can be construed to be offensive, e.g. “poor” people; “deaf and dumb”.

#### Completing only the groups that have been prioritised as high, medium or low on page 5:-

##### Consider all the:-

##### Positive impacts (Column B)

**A positive impact is an impact that could improve equal opportunities and / or relations between different groups. Positive impacts are permissible but you must always be able to demonstrate that positive impacts are justifiable in law and do not amount to discrimination for any other group.**

- Within your activity, what positive initiatives, services etc are already in place i.e. translation and interpretation services?
- Look at the activity and examine how it will be used by each of the groups based on your assessment and decide if you are positively discriminating in some areas.
- Which, if any, equality group is affected positively by these activities? How do you know?

##### Negative impacts (Column C)

A negative impact is an impact that could disadvantage one or more groups. This disadvantage may have a greater impact on one group than another.

- What gaps exist which could have a negative impact?
- Can it be accessed by all groups equally or are there negative impacts at the moment which need to be addressed?
- Which equality group, if any, is affected by these gaps?

## Equality Group

| Equality Group                                                                       | Column B<br>Positive impacts of<br>policy or function.<br>What we've got in place. | Column C<br>Negative impacts of<br>policy or function.<br>What we need to put in place. |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| ● Black & Ethnic Minority people (incl. Gypsy/Travellers, refugees & asylum seekers) |                                                                                    |                                                                                         |
| ● Gender (or transgender)                                                            |                                                                                    |                                                                                         |
| ● Disabled people                                                                    |                                                                                    |                                                                                         |
| ● People in religious/faith groups                                                   |                                                                                    |                                                                                         |
| ● Older people, children, younger people                                             |                                                                                    |                                                                                         |
| ● Lesbian, gay, bisexual and transgender                                             |                                                                                    |                                                                                         |
| ● Homeless people                                                                    |                                                                                    |                                                                                         |
| ● People with mental health problems                                                 |                                                                                    |                                                                                         |
| ● People involved in the criminal justice system                                     |                                                                                    |                                                                                         |
| ● People of low income                                                               |                                                                                    |                                                                                         |
| ● Staff                                                                              |                                                                                    |                                                                                         |





**Guidance Note: Please set out the series of recommendations. These should include recommendations to address negative impacts listed.**

| <b>Recommendation</b><br>Make sure any changes proposed are again assessed to ensure it does not discriminate towards any group.<br>What are you going to do to meet equalities requirements?<br>You may need to prioritise these actions if there are a lot of them. | <b>Person / Department / Partner agency responsible for implementing recommendation</b>                                                             | <b>Date recommendation to be completed by</b>                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                       |                                                                                                                                                     |                                                                      |
| <b>From the outcome of the EIA, have negative impacts been identified?</b><br><br><b>Who is responsible for drawing up the Action Plan to carry out the recommendations above?</b>                                                                                    | <b>Final Sign Off.</b><br>Signature of impact assessor –<br><br>Signature of manager –<br><br>Date to be drawn up by –<br><br>Date Work Completed – | <b>Review Date –</b><br>Date passed to Equal Opportunities Officer – |

\*Notes for Guidance: Groups that are recognised by legislation as having ETHNICITY STATUS are:

Gypsies of Irish or Scottish origin, Jews and Sikhs. It is recognised that those groups share a common culture and identity and have done so for many hundred years.



## Appendix 2

THE MORAY COUNCIL EDUCATIONAL SERVICES

### RACE EQUALITY POLICY

(Reviewed 2008)

#### INTRODUCTION/RATIONALE

The Moray Council Educational Services Department has a general duty under the Race Relations Act 1976 section 71(1) to have due regard to the need:

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

The Moray Council Educational Services has specific duties under the act to prepare a Race Equality Policy and have in place arrangements for:

- assessing the impact of policies, including the Race Equality Policy on pupils, staff and parents of different racial groups, including the impact on attainment levels of such pupils
- monitoring by reference to their impact on such pupils, staff and parents, the operation of such policies including their impact on the attainment levels of such pupils
- publishing annually the results of monitoring
- maintaining centrally and within each school, a copy of the Race Equality Policy

In formulating our 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** – 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.

Educational Services in Moray manage and support the provision of Nursery, Primary and Secondary School Education. It also operates a range of services that includes Community Learning and Development, Libraries and Museums, Pre-five services and the provision of Leisure Facilities. Educational Services operates as an integrated service and, in striving to meet our specific duty in relation to pupils, staff and parents of different Racial groups, will apply the aims, values and principles underpinning the Policy to all services. Educational Services, as part of the Moray Council, has been closely involved in the production of The Moray Council (s) Race Equality Scheme and will be subject to the overall Policy for Race Equality agreed by the Council.

#### BACKGROUND

Although Moray is the eighth largest council area in Scotland, it has the fourth smallest population of the mainland authorities. From the 2001 census the total population of Moray is 86,940. When looking at the break down in figures for Moray it shows a very low minority ethnic population. According to the 2001 census, the largest ethnic group in Moray was white with 86,175 people while the second largest ethnic group was Chinese at 151. In 2008 there has been evidence of change and the second largest ethnic group is now Polish, the third largest is now Portuguese and Chinese are now the fifth largest group.





From the 2001 census other 614 people are from 8 other ethnic groups. Then, less than 1% of the population of Moray were of other Ethnic backgrounds. This figure had risen to 3% by 2006. This change in ethnicity has been reflected in the school population. The figures in individual schools vary considerably. E.g. one school in Elgin has a figure of 10% of the school population of a different racial or ethnic background.

However when Moray resident information is broken down into the country of birth, it shows that 68,250 residents were born in Scotland with the second highest being England at 14,101. This may explain why the majority of racist incidents reported to Grampian Racial Equality Council since August 2004 involved English residents.

Racist incidents in schools and other educational establishments would appear to be low. The Racial Incident Monitoring Form was introduced to schools in 2003 and further training in the use of the form was delivered in June 2005 with wider training provided by The Moray Council. Education continually strives to raise awareness within its personnel for example noting the effect of recent 2008 legislation that clarifies the position of Scottish travellers as a legally recognised ethnicity status – bring Scottish travellers in line with similar legal status elsewhere in the UK. Incidents have been reported since 2003 using the scheme. These incidents have been mainly verbal racist abuse and on one occasion physical harassment. Some of the other Racial Incident Monitoring Forms received by The Moray Council involve children but these incidents occurred outwith school.

Anecdotal evidence and evidence from other agencies would indicate that a degree of racism towards English people exists. Moray is host to two large RAF bases at Kinloss and Lossiemouth and has a high concentration of RAF personnel and their families.

There are few distinct voluntary organisations representing the needs of any of the different ethnic minorities and consultation on policy issues that try to determine the needs of other groups can be difficult. There is an Islamic Society and The Moray Council has contact with a local churches attended by many of the local Polish, Portuguese and Chinese communities. The Scottish Highlands and Islands and Morayshire Chinese Association has also recently been established. Grampian Race Equality Council, GREC, based in Aberdeen, is the nearest source of support for people of different racial or ethnic backgrounds.

80 per cent of the population in Moray live in towns or villages with almost 60 per cent residing in Moray's five main towns, Elgin (with almost a quarter of the total population), Forres, Lossiemouth, Buckie and Keith. The main centres of population, particularly Elgin, are relatively well served by facilities. The population density for Moray as a whole is 38 people per square kilometre, which is well below the national average of 66. Only 50 per cent of households own cars and there are limited public transport services in outlying areas.

The rural nature of Moray can also create difficulties for people with different languages and ethnic background. Families and individuals can become isolated.

## **AIMS AND OUTCOMES**

Educational Services in Moray 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 strives to promote race equality in all aspects of its work among service users, staff and partners and in the Community.

Educational Services 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, visitors and employees enjoy equality of opportunity in both service delivery and employment by integrating consideration of equality issues into everything we do. We aim to eliminate unlawful discrimination and to promote good race relations in all areas of establishment life and the work of Educational Services.



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

We recognise that we live in a multi-cultural and multi ethnic community. Cultural and ethnic diversity will be valued in this authority amongst all our staff, in the curriculum, amongst the student body and service users. We will ensure that the culture and ethos in all of our establishments places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic and national groups represented in schools and in the wider community including asylum seekers, refugees, Gypsy/Travellers and migrant workers.

## **ROLES/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.

### **Educational Services**

The Director of Educational Services 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.

Educational Services of the Moray Council 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. This support is contained within The Moray Council Inclusion File: Race Equality.

The authority will take every step through various representative groups such as: community learning partnership groups, parents forum, school boards, PTAs, parents groups and pupils forum, appropriate trade unions, Grampian Racial Equality Council and other appropriate representative groups to raise public awareness of its stance in relation to the development of the Race Relations Policy in all educational establishments.

The authority's programme of staff development and curricular support will reflect the importance of this policy by including courses for officers, senior management teams, teachers and all personnel working with young people and adult learners in educational establishments. It will introduce awareness raising on multicultural and anti-racist issues during any induction process for all educational services staff.

In order to raise public awareness of its stance in relation to the development of the Race Relations Policy in all Educational Establishments The Moray Council will take steps through various representative groups such as:



- Community Learning and Development Partnership groups.
- School Boards.
- PTAs.
- Parents' groups.
- Appropriate Trade Unions.
- Grampian Racial Equality Council.
- Other appropriate representative groups.

## School Boards

School boards play a vital role in developing the ethos of individual schools. They have a role in assisting the Head Teacher ensure that the school community reflects the aims and values contained in this Policy.

## Head Teacher

The Head Teacher in each school is responsible for:

- ensuring that the Educational Services Race Equality Policy is readily available and that the School board members, staff, pupils, their parents and guardians are aware of the Policy
- producing a school Race Equality Policy in line with Moray policy format and linked with the Educational Services Policy
- ensuring that these 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 school board members on the implementation and impact of the policy in the annual report
- the provision of training on the policy to staff and the school board

## Responsibilities for Educational Services Establishments

It is important to state that multicultural and anti-racist education is for 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 Educational Services establishment. All educational establishments and services, within their aims and objectives, will recognise the following obligations:

- to promote awareness, in learners and staff through provision of racial equality education, of the contribution that educational establishments and services can make through curriculum, learning opportunities and ethos in the preparation of young people and all learners for the diverse society in which we all belong
- to oppose racism and racist attitudes and behaviours and take action against them

**Quality Improvement Officers**, under the direction of the Senior Management Team will provide support for educational establishments in meeting these obligations. All educational 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 contained within the Moray Inclusion File: Race Equality. Educational establishments will also 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 Quality Improvement Officers.



Multicultural and anti-racist education should permeate all areas of the curriculum and learning opportunities, formal and informal, by means of positive curriculum and learning planning and management. The policy aims to raise the awareness of all to achieve a greater understanding of the diverse society in which we live and be sensitive to the needs of all members of our society as unique individuals. This includes individuals from minority ethnic communities, Gypsy/Traveller communities and those with, or awaiting, refugee status.

Establishments and services need to accept their vital role in preparing and supporting learners for, and living in, a diverse society. The ethos will reflect the recognition that the dignity of people from minority groups is equally respected and valued within our communities.

All staff should be aware of society's religious, cultural and linguistic diversity. This diversity should permeate the curriculum and learning opportunities and be catered for within all aspects of teaching and learning. Some learners may require linguistic support with English (EAL). Establishments and services should ensure that information for such provision is available to all. In addition, establishments and services should ensure that such linguistic needs are assessed and appropriate provision made to ensure access to the curriculum and raise achievement and levels of attainment. To this end, EAL pupils are annually monitored at P3, P7 and S2 levels. Additional EAL support is then provided for pupils not attaining the expected 5-14 levels for their age and ability. Data is also collected and published on Standard Grade and Higher results for EAL pupils and compared to average results of non EAL pupils across Moray Secondary Schools. In addition attainment data for all Minority Ethnic groups is collated and monitored.

Educational establishments and services must ensure that staff are encouraged to identify development needs in relation to meeting the needs of all individuals covered by this policy, including those from ethnic minority communities, Gypsy/Traveller communities and refugees.

## **LEGAL REQUIREMENTS**

All staff in Educational Services 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 Responsibilities**

The Moray Council Educational Services monitors the impact of the Race Equality Policy by monitoring: ethnic profile of pupils, pupil's attainment levels, exclusion, truancy, parental complaints, reports of racist incidents, grievance procedures and disciplinary action against staff, admissions and appeals on placing requests.

The Racial Incident Monitoring Forms received by Educational Services relating to schools will be dealt with by the relevant Head Teacher. The Associated School Group (ASG) Quality Improvement Officer will ensure that the school has followed the correct procedure. In the case of other services the senior manager responsible will deal with racial incidents in their service.

A senior manager within Headquarters will, along with an appropriate teacher, provide access to Language Line to Educational Services staff and, where required, provide access to further interpretation and translation facilities. Educational Services has participated in the "Happy to Translate" scheme since February 2006.

## **Visitors and Contractors**

Leaflets providing information on our Race Equality Policy should be made available to all visitors to educational establishments and it would be expected that they will follow our Race Equality Policy.

Educational Services will implement arrangements for partners and contractors as outlined on Partnership and Procurement of the Council's Race Equality Scheme.



## **SPECIFIC DUTIES**

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

A guideline, The Moray Inclusion File: Race Equality based on the aims and values of this Policy, has been developed taking into account examples of good practice. This aims to ensure that equalities issues and, in particular, race equality is considered and, where appropriate, built into establishment policy and procedures. The guidelines have been in place from June 2004.

All new Moray Council policies, strategies and procedures will take account of the implications for Race Equality where relevant.

## **Ethnic Monitoring**

Systems for gathering ethnic data are already in place across schools in Moray. Attainment levels of EAL pupils are also monitored on a yearly basis. 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 Moray Council Race Equality Scheme).

## **Evaluation and Review of Policies**

Educational Services in Moray 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, Educational Services will, as a priority, 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.

## **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 Moray for general public use.

We will also use the Educational Services Intranet page and Council Internet Website to publish this information where possible.

Staff training will be provided to raise awareness and understanding of racial equality. This will include the application of policy and practice. As part of the new way of working within Race Equality, monitoring is an integral part of daily operations.

| Key Actions                                                                 | Overview of Initial Plans and Actions Taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Current situation (2008) and future developments                                                                                     | Responsibility                                                                     |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>1 Launch of Policy</b>                                                   | Policy Launched April 2003.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Review of policy ongoing                                                                                                             | SMT                                                                                |
| <b>2 Develop effective links with the local ethnic minority communities</b> | <p><b>2004:</b><br/>Links made with Islamic Society, Bangladeshi Community, Chinese Community, French, German and English representatives identified.<br/>Minority Ethnic Forum to be set up and consultation organised following model for Highlands Alliance for Racial Equality Focus groups.</p> <p><b>2005:</b><br/>Consultation questionnaire compiled, entitled "School Experiences of Minority Ethnic and Multi-lingual Families in Moray", translated and sent out to parents of all bilingual pupils in Moray.</p> <p><b>2006:</b><br/>Scottish Executive funded "<b>Happy to Translate Initiative</b>" piloted in Moray and Edinburgh - Minority Ethnic parents consulted and logo selected.<br/>Pilot launched in Education and other departments in "Happy to Translate" logo to be displayed on documents to indicate Moray's willingness to provide Interpreting and Translation Services for non-English speaking customers.</p> | <p>Corporate Equality Forum established.</p> <p>Data base established</p> <p>Logo rolled out to all Departments - use monitored.</p> | <p>Community Planning Manager</p> <p>PT EAL</p> <p>Equal Opportunities Officer</p> |







| Key Actions | Overview of Initial Plans and Actions Taken                                                                                                                                                                                                                                                                                                                                                             | Current situation (2008) and future developments                                               | Responsibility                     |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------|
| 3           | <p><b>2006:</b><br/>The Scottish Highlands &amp; Islands and Morayshire Chinese Association established.</p> <p>English classes arranged for Chinese adults.<br/>Information disseminated on a wide range of issues.<br/>Translation and Interpreting made more accessible.</p>                                                                                                                         | <p>Links maintained.</p> <p>Monitoring of usage of Translation and Interpretation services</p> | <p>Equal Opportunities Officer</p> |
|             | <p>Integrate equalities issues into the policies of Educational Services</p> <p><b>2006:</b><br/>Educational Services Senior Officer Group Policy Review Position paper, policy format and policy framework related guidance completed, containing details of policy review programme.</p> <p>Systematic review of Educational Services policy and policy guidelines established as a yearly cycle.</p> | <p>Yearly cycle started</p>                                                                    | <p>SMT</p>                         |
|             | <p><b>June 2004:</b><br/>Moray Inclusion File "Race Equality" launched to all Head Teachers on 3 June 2004. Launch included presentations from CERES.</p> <p><b>January 2005:</b><br/>Training for Quality Improvement Officers delivered by Barney Crockett, Director of Grampian Racial Equality Council (GREC)</p>                                                                                   |                                                                                                |                                    |
| 4           | <p><b>Make all staff aware of the need for and content of the Race Equality Policy</b></p>                                                                                                                                                                                                                                                                                                              |                                                                                                |                                    |

| Key Actions                                                                                                                                                                                            | Overview of Initial Plans and Actions Taken                                                                                                                                                                                                                                                                                                                        | Current situation (2008) and future developments                                               | Responsibility              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------|
| 5 Develop and implement guide-lines to assess the relevance of future policies and proposals for service delivery to the general duty and to assist in ensuring these take account of the general duty | <p><b>June 2006:</b><br/>Equalities Impact Assessment carried out on: "Learning and Teaching" and "Bullying in schools". Policies as pilots.</p> <p><b>June 2007:</b><br/>Guidelines reviewed and rolled out to all</p>                                                                                                                                            | Equalities Impact Assessment of all policies being undertaken and recommendations implemented. | SMT, QIOs                   |
| 6 Monitor future policies and proposals for service delivery to assess impact on racial groups and equality issues generally                                                                           | <p><b>June 2005:</b><br/>1st June 2005 Abdul Aziz from North Lanarkshire presented his strategy for 'Effective Impact Assessment' to Head Teachers, SMT and QIOs and Corporate representatives.</p> <p><b>February 2006:</b><br/>The Moray Council Race Equality Scheme Equality and Diversity Impact Assessment Toolkit distributed to SMT, QIOs and schools.</p> | Toolkit to be assessed for ongoing relevance and review as appropriate.                        | PT EAL                      |
| 7 Review the complaints procedure to ensure that it can deal with race equality complaints and set up monitoring system                                                                                | <p>Racial Incident Monitoring Forms (RIMF) used to record all reported Racist Incidents.</p> <p>Forms sent to TARC (Teamwork Against Racist Crime) based with GREC (Grampian Racial Equality Council) who act as a monitoring agency and provide statistical reports and act as advice resource.</p>                                                               | Collation of data to inform policy review ongoing                                              | GREC<br>Schools for actions |







| Key Actions                                                            | Overview of Initial Plans and Actions Taken                                                                                                                                                                                                                                                                 | Current situation (2008) and future developments | Responsibility |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------|
| 8 Design and publish promotional materials i.e. leaflets               | <p><b>February 2005:</b><br/>The Moray Council Race Equality Scheme Pocket Guide and Employee Guide leaflets distributed to all Moray Council employees, school staff and parents.</p> <p><b>May 2005</b><br/>Leaflets translated into Urdu, Cantonese, Bengali, Polish and Portuguese and distributed.</p> | Stocks of leaflets maintained.                   | PT EAL         |
| 8(i) Design and publish promotional materials i.e. Posters             | <p><b>May 2005:</b><br/>Posters printed and distributed to all Moray Council Services</p>                                                                                                                                                                                                                   |                                                  |                |
| 8(ii) Design and publish promotional materials i.e. web site           | <p><b>May 2005:</b><br/>The Moray Council Inclusion File - Race Equality posted on the Intranet.</p>                                                                                                                                                                                                        | Review of file to be undertaken                  | PT EAL         |
| 8(iii) Design and publish promotional materials i.e. posters, web site | <p><b>May 2005:</b><br/>The Moray Council Inclusion File - Race Equality posted on Learning and Teaching Scotland Inclusion website: <a href="http://www.LTScotland.org.uk">www.LTScotland.org.uk</a><br/><b>inclusiveeducation</b></p>                                                                     |                                                  |                |

| Key Actions                                                                            | Overview of Initial Plans and Actions Taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Current situation (2008) and future developments                                         | Responsibility |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------|
| 9 Implement training for Heads of Establishments on the monitoring of Racial Incidents | <p><b>March 2004.</b><br/>Initial training completed</p> <p><b>January 2005:</b><br/>Proposal that further training be rolled out.</p> <p><b>June 2005:</b><br/>GREC Training on 13 and 21 June 2005 for Head Teachers, Community Learning and Development, Libraries and Museums and Partnership Playgroups.</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Training to be updated, especially for recently appointed Heads of Establishment.</p> | SMT            |
| 10 Identify training programme on the promotion of Race Equality across the Authority  | <p><b>June 2004:</b><br/>A variety of Staff Training/Development Programmes/Resources included in the Moray Inclusion File "Race Equality"</p> <p><b>May 2005:</b><br/>Persona Dolls training completed for nursery and infant pupils, and thereafter 9-13 year olds.</p> <p>Liaison with GREC (Grampian Race Equality Council) regarding provision of twilight Race Equality training for teachers and assembly/workshop sessions for pupils in schools.</p> <p><b>May 2005:</b><br/>Trainers recruited to present "Throwing Stones" Anti-Racist training aimed at 9-13 year olds. Made available to all teachers as CPD through Book It system. GREC offer a programme of Race Equality training for pupils and teachers.</p> |                                                                                          |                |





| Key Actions                                                                                                                                                | Overview of Initial Plans and Actions Taken                                                                                                                                                                      | Current situation (2008) and future developments | Responsibility              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------|
| 11 Design and implement Induction training                                                                                                                 | <p><b>May 2005:</b><br/>Race Equality training arranged for May 2005. through Book IT</p> <p><b>May 2005:</b><br/>Twilight training sessions offered to class teachers and NQTs through CPD 'Book It' system</p> | Training continues to be offered                 | PT EAL                      |
| 12 Establish a Race Equality Policy Review Group and provide an annual progress report on the results of monitoring The Moray Council Race Equality Policy | <p><b>April 2005:</b><br/>Equality &amp; Diversity Working Group established</p>                                                                                                                                 | Ongoing                                          | Equal Opportunities Officer |

# Appendix 3

## ACTION PLAN 2008-2011

| Action                                                                                                                       | Outcome                                                                                                                              | Responsibility                                                       | Date of completion                  |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|
| Ensure services have updated their policies, procedures etc and implemented recommendations arising from impact assessments. | Potential areas of discrimination is eliminated from policies, procedures and practice                                               | Service Managers                                                     | As per recommended completion dates |
| Create revised table to impact assess all new and proposed policies and activities.                                          | Continued rolling programme of impact assessments to eliminate areas of potential discrimination and promote equality of opportunity | Service Managers                                                     | June 2009                           |
| Identify differing needs regarding ethnic minority groups via the equality forum                                             | Understanding of the different needs of different ethnic groups.                                                                     | Equal Opportunities Officer                                          | November 2009                       |
| Continue to consult on impact assessments via the equality forum                                                             | Ethnic minority groups have a voice in the workings of the Council                                                                   | Community Planning & Development Manager/Equal Opportunities Officer | On-going                            |
| Carry out training needs analysis within departments regarding equalities                                                    | Training needs of all staff are identified                                                                                           | Service Managers/Equal Opportunities Officer/Employee Development    | April 2010                          |
| Investigate the promotion of e-learning via Employee Development                                                             | Increased number of staff with equalities awareness training                                                                         | Equal Opportunities Officer/Employee Development                     | June 2009                           |



## Appendix 3

### ACTION PLAN 2008-2011

| Action                                                                                                                          | Outcome                                                          | Responsibility              | Date of completion |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------|--------------------|
| Roll out further training on Racist Incidents Monitoring Forms                                                                  | Raised awareness of completing Racist Incidents Monitoring Forms | Equal Opportunities Officer | December 2009      |
| Investigate usage of interpretation and translation services to establish how to effectively and efficiently use these services | Effective and efficient use of services                          | Equal Opportunities Officer | August 2009        |



## NOTES