

# CITY OF PLYMOUTH



## Scrutiny Report

Post Inspection Action Plan (focus on race)

**Lifelong Learning Overview and Scrutiny Panel**

**December 2004**

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## **Glossary**

ARTF – Anti Racism Task Force  
BESD – Behavioural, Emotional and Social Difficulties  
BME – Black and Minority Ethnic  
CPA – Corporate Performance Assessment  
DCC – Devon and Cornwall Constabulary  
DfLL – Department for Lifelong Learning  
EAL – English as an Additional Language  
EMAS – Ethnic Minority Achievement Service  
LEA – Local Education Authority  
PCC – Plymouth City Council  
PHSE – Personal Health and Social Education  
PRU – Pupil Referral Unit  
QPR – Quality Performance Reporting  
PIAP – Post Inspection Action Plan  
REALL – Race Equality Action for Lifelong Learning  
RESCG – Race Equality and Safer Communities Group  
RCRC – Religious and Cultural Resource Centre  
RE – Religious Education  
REC – Racial Equality Council  
SLA – Service Level Agreement  
YIM – Youth Issues Manager  
YIO – Youth Intervention Officers  
YST – Youth Service Team

## Preface



Plymouth, like many other cities, has a rich and diverse population. It has a history of receiving people from all over the UK and the world. There are over 60 languages spoken in the city. However, Plymouth, like many other cities, is not as inclusive as it could be in its institutions and practices.

Schools have an important role in promoting, creating and maintaining social inclusion and cohesion. I believe that this is the responsibility for all involved with the City Council and in its schools, be they Councillors, Officers, teaching staff, support staff, parents or children. The recommendations in this report cover:- the Recording, Management and Monitoring of Racist Incidents in schools, Corporate Leadership, Training, and Multi-Agency working.

This is not just about equality and fairness to address the issues raised by the recommendations of the Macpherson report. It is also about stating the kind of city we want to live in, a modern vibrant city that respects diversity, tackles inequalities, and values all of its citizens and provides opportunity for all.

The Council's Community Cohesion and Equalities Overview and Scrutiny Panel recently completed a scrutiny review into 'Racist and Homophobic Incident Reporting'. This review focussed on investigating reporting systems in place within statutory and voluntary organisations in Plymouth, their level of use, perceived barriers to their use, and looking at the benefits of a Council/Multi agency system. I invite you to read this scrutiny report in combination with this report.

Review members were pleased to note that the Lifelong Learning Department has been at the forefront of establishing processes to identify, report and monitor racist incidents. We recognise there is still a long way to go; and that an important part of this process is ensuring that all parties are clear as to what constitutes a racist incident.

The Select Committee hopes that it has made a contribution to the current discussion. I would like to thank Members of the Select Committee, Council Officers and witnesses who have supported the review.

Councillor Nicky Wildy  
Lead Member, Post Inspection Action Plan (Focus on race)  
Lifelong Learning Overview and Scrutiny Select Committee

## 1.0 SUMMARY

In June 2004, the Cabinet Member for Schools and Colleges asked the Lifelong Learning Overview and Scrutiny Panel to consider reviewing the Post Inspection Action Plan (focus on race). Following deliberation, the Panel included scrutiny of the plan onto their Work Programme.

A Select Committee considered the Post Inspection Action Plan (focus on race) between August and November 2004. It was clear during the review that in the absence of corporate policy in this area, the Lifelong Learning Department had been working independently on these issues. The Committee noted that whilst some improvements and progress had been made against the original timetable set eighteen months ago, they felt that further improvements could still be made.

The review highlighted that schools play a central role in breaking down barriers between young people, contributing to community cohesion and in the forefront of promoting race and diversity awareness. The Select Committee recognised this was a corporate issue and not just the responsibility of the Department for Lifelong Learning. The Select Committee were encouraged by the enthusiasm shown throughout the review by Cabinet Members and Lifelong Learning Officers in their efforts to get this right.

## 2.0 SUMMARY OF RECOMMENDATIONS

### Corporate

The Panel believes that clear corporate leadership is essential to –

- embedding an understanding of discrimination across the whole Council;
- ensuring that current measures and procedures in place in schools to combat racism are supported and further improvement encouraged.

As such –

- 2.1 **We recommend** that greater priority be given to ensuring awareness on race, diversity and community cohesion across the whole Council, with consideration being given to the inclusion of this within top tier Manager's staff appraisals.

**For the attention of:** Leader of the Council

- 2.2 **We recommend** the Council adopt and market a statement similar to that implemented by the Devon and Cornwall Constabulary, having one of its key aims of 'unless you intervene you are failing in your duty.'

**For the attention of:** Cabinet

- 2.3 **We recommend** that the Council needs to make it abundantly clear to all schools what a racist incident is i.e. "any incident which is perceived to be racist by the victim or any other person."

**For the attention of:** Director for Lifelong Learning

We recognise that Teaching Assistants have played an important role in schools identified as having good practice. As such –

- 2.4 **We recommend** that the Council ensure that the future development of the role Teaching Assistants have within schools include how they can assist in promoting good practice regarding race and diversity.

**For the attention of:** Director for Lifelong Learning, Cabinet Member for Schools and Colleges

- 2.5 **We recommend** that the Council support multi-agency working in schools to ensure awareness of race, diversity and equality.

**For the attention of:** Cabinet

- 2.6 **We recommend** that the Council work towards securing the role of the Religious and Cultural Resource Centre and further support the marketing and promotion of the Centre and the services it provides, once they have been clearly defined.

**For the attention of:** Director for Lifelong Learning, Cabinet Member for Schools and Colleges

### Monitoring / Data collection

- 2.7 **We recommend** that the Education Advisory Service and other key education Officers, with a responsibility for race and diversity, form a Monitoring Forum to ensure that schools submit their monitoring data termly.

**For the attention of:** Cabinet Member for Schools and Colleges

- 2.8 **We recommend** that the termly data is collated and a statistical report produced.

**For the attention of:** Director for Lifelong Learning

- 2.9 **We recommend** further consultation on the development and production of the monitoring form be carried out, with a focus on the production of a more user-friendly format.

**For the attention of:** Cabinet Member for Schools and Colleges

- 2.10 **We recommend** that school's performance information be monitored termly through the Council's Quality Performance Reporting (QPR) system and be provided to the Cabinet Member for Schools and Colleges and to the Lifelong Learning Overview and Scrutiny Panel.

**For the attention of:** Cabinet Member for Schools and Colleges

### Governors and Staff Training

The Panel considers that it is important –

- that all teaching and non-teaching staff and School Governors receive comprehensive training regarding discrimination and racism;
- that instances of good practice already existing in the city are recognised, and steps taken to disseminate this good practice to all schools;
- that common reporting and monitoring mechanisms are developed to ensure that racist incidents are recorded, monitored and appropriately followed up.

In support of this –

- 2.11 **We recommend** that the future recruitment process for Governors should include utilising organisations such as the Racial Equality Council, with particular focus on Civic leaders within the community.

**For the attention of:** Cabinet Member for Schools and Colleges

- 2.12 **We recommend** that Governor Services advise School Governing Bodies to appoint one Governor with specific responsibility for race and diversity.

**For the attention of:** Cabinet Member for Schools and Colleges

- 2.13 **We recommend** that Governing Bodies annually review how schools meet the Race Relations (Amendment) Act 2002.

**For the attention of:** Director for Lifelong Learning

- 2.14 **We recommend** that a comprehensive training programme be established and delivered for all people involved in education and leisure to ensure everyone has a good understanding of race and equality issues and how to respond to occurrences of discrimination.

**For the attention of:** Cabinet

## Schools

- 2.15 **We recommend** the development of an induction programme for children and families who do not speak English as a first language to enable them to participate in educational activities at the earliest opportunity.

**For the attention of:** Cabinet

- 2.16 **We recommend** that the Chief Education Adviser appoint a nominated officer to work closely with schools on school related matters, with particular focus on race and diversity.

**For the attention of:** Director for Lifelong Learning

## Partnership

- 2.17 **We recommend** that there be further development of partnership working with all relevant Council Departments and external agencies.

**For the attention of:** Cabinet

- 2.18 **We recommend** that Cabinet examine establishing an ‘umbrella forum’ in Plymouth.

**For the attention of:** Cabinet

- 2.19 **We recommend** that the ‘umbrella forum’ established at recommendation 2.18 above should ensure it supports the work of the Racial Equality Council and other agencies involved in working with BME communities across the city

**For the attention of:** Cabinet

### Tracking Progress

2.20 **We recommend** that the Lifelong Learning Overview and Scrutiny Panel receive a presentation from the Safer Communities Unit in 6 months time.

***For the attention of:*** Overview and Scrutiny Commission

2.21 **We recommend** that the Lifelong Learning Overview and Scrutiny Panel review the progress made on the recommendations of this review at six monthly intervals.

***For the attention of:*** Overview and Scrutiny Commission



### **3.0 INTRODUCTION**

#### **3.1 Introduction**

3.1.1 In September 2002, the Audit Commission completed an inspection of the Council's Local Education Authority (LEA). Following receipt of the inspection report the Department for Lifelong Learning compiled a Post Inspection Action Plan (PIAP).

3.1.2 The Lifelong Learning Overview and Scrutiny Panel agreed at their meeting on 15 July, 2004 to undertake a review of Measures to Combat Racism, which formed part of the Post Inspection Action Plan. A Select Committee was comprised of the following Members –

- Councillor Nicky Wildy (Lead Member)
- Councillor Glenn Jordan
- Councillor Tony Kirk
- Councillor David Stark
- Councillor Dafydd Williams
- Co-opted Representative Mr Steve Medlin

3.1.3 The Select Committee met on eleven occasions during August and November, 2004.

#### **3.2 Terms of Reference**

3.2.1 It was agreed that the Select Committee had the following aims for the scrutiny review –

- to examine the measures which provide support for schools in combating racism;
- as necessary, to improving the understanding of discrimination;
- to make recommendations, which will increase awareness and understanding of the impact of discriminatory behaviour.

#### **3.3 Scope of the Inquiry**

3.3.1 The key objectives of the review were to -

- explore the impact of current measures and procedures;
- investigate the impact of school race and diversity policies;
- investigate how external community groups interface with schools in raising awareness of race relations.

3.3.2 The scope of the review was to consider –

- analysis of statistics and policies;
- how policies and procedures are implemented;
- assessment of the impact of policies;

- assessment of the impact of procedures;
- reviewing the impact of policies and procedures on the curriculum;
- recommendations of further action required;
- reviewing policies and procedures through training and briefings;
- measures for engaging with community organisations to improve the support for schools.

3.3.3 As part of their review, the Select Committee –

- held a number of evidence sessions;
- reviewed various documentation;
- held a number of witness sessions.

## **4.0 BACKGROUND INFORMATION**

### **4.1 The Audit Commission Inspection Report**

4.1.1 The inspection of Plymouth local education authority (LEA), which had been carried out by Ofsted in conjunction with the Audit Commission, focused on the effectiveness of the LEA's work to support school improvement. The inspection was based on a range of material, which included self-evaluation undertaken by the LEA.

4.1.2 The inspection involved studies of particular aspects of the LEA's work through visits to five primary schools, one secondary school, one Pupil Referral Unit (PRU) and one special school. A questionnaire, seeking views on aspects of the work of the LEA was also circulated to 106 schools and three PRU's, with a response rate of 64% and the results were considered by the Inspection Team.

4.1.3 The inspection report recommended the following actions in order to improve support for combating racism –

- ❖ collect and monitor data each term on racist incidents in schools and take any necessary action;
- ❖ strengthen the partnership with the Race Equality Council through a service level agreement for support and advice to schools and families.

### **4.2 The Post Inspection Action Plan (PIAP)**

4.2.1 As previously stated at 3.1 of this report, the PIAP had been written in response to the inspection report published in January 2003. The Action Plan had been implemented by Plymouth City Council and key stakeholders, which provided an effective framework for co-ordinating the full range of responses.

4.2.2 The Action Plan was constructed to take account of activities already underway within the agreed Education Development Plan 2002-2007 and the Council's Recovery and Improvement Plan arising from the Comprehensive Performance

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Assessment (CPA) Rating. In particular, the activities to address the weaknesses identified in the corporate judgements directly related to the CPA Recovery and Improvement Plan.

4.2.3 The PIAP clearly identified two areas within the remit of Measures to Combat Racism, which required further improvement, these areas were also highlighted by the Inspection Team as areas of concern. Within the PIAP, specific milestones and target dates had been identified for both areas, which are shown in the below table –

**Area 1 (recommendation 3.1 of the inspection report) - Collect and monitor data each term on racist incidents in schools and take any necessary action.**

Purpose	Nature	Action taken	Timescale
Establish and make clear, criteria by which a racial incident is defined	Deliver staff training in the recording and collation of data  Ensure that procedures for the recording of racial incidents are clear, well defined and understood	Re-draft racial incident monitoring form	January 2003
		Develop an LEA monitoring form for the collation of data	March 2003
		Training and development for staff in schools' and the LEA	April 2003
Develop a multi-agency pro forma for the recording of racial incidents	Supply schools and LEA personnel with clear definitions and procedures for dealing with racial incidents	Consultation on racial incident monitoring form	March 2003
Develop and implement an effective monitoring mechanism for the collation of data relating to racial incidents.	Review LEA complaints procedure	Distribute recording and monitoring forms	April 2003
Minimise the number of racist incidents in schools and the LEA	Provide guidance to schools on the updating of schools' complaints procedure	Review DfLL Race Equality and Diversity policy and Action Plan	May 2003
		Termly monitoring and evaluation of data (racial incidents and complaints)	On-going

**Area 2 (recommendation 3.2 of the inspection report) Strengthen the partnership with the Race Equality Council through a Service Level Agreement for support and advice to schools and families.**

Purpose	Nature	Action taken	Timescale
Improve support infrastructure for schools and families that will provide advice where required on matters relating to racial equality and discrimination	Improvement in advice given to schools and the LEA	REC presentation to Race Education Action in Lifelong Learning	January 2003
		SLA to be drafted setting out service description, obligations, performance indicators, monitoring and evaluation processes	March 2003
		Consultation on SLA	April 2003
		Review of SLA following feedback	June 2003

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		Implementation of SLA	September 2003
		Monitor and evaluate SLA through Education Advisers, REALL and complaints	On-going
Further develop the role of the Religious and Cultural Resource centre (RCRC) as a means for supporting schools and families	Increase the opportunities for the Religious and Cultural Resource centre (RCRC) to play a more pro-active role in supporting schools and families	Determine and agree the role of the RCRC	May 2003
		Promotion and marketing of RCRC	September 2003
Support the development of teaching materials in schools	Staff development and training	Training and development for staff in schools' and the LEA	May 2003
Improve individuals' understanding of race and discrimination	Staff development and training	Review of DfLL Race Equality and Diversity Policy and Action Plan	June 2003
Promote best practice across the city	Staff development and training	Monitoring and evaluation of impact of RCRC in supporting schools	On-going

4.2.4 The Select Committee considered the PIAP and took into account the action, which had been implemented during the last 18 months, against the original time scales set, as indicated in the above table. Although it was clear that some targets had been achieved, the Members felt that there were also areas that had not been completed and required further action, which can be found at 5.0 of this report.

### 4.3 Written and Oral Evidence

4.3.1 The Select Committee considered a large number of written documentation, as listed at Appendix 1.

4.3.2 The Select Committee held several witness sessions during September, October and November, 2004, which included representatives from various organisations, as listed at Appendix 2.

## 5.0 FINDINGS

### 5.1 Collect and monitor data each term on racist incidents in schools and take any necessary action.

5.1.1 The LEA's Inclusion Strategy had action to implement in 2001/2002, which included the recommendations of the Macpherson Report following the Stephen Lawrence Inquiry. Although progress had been slow at the beginning this had now been implemented. However, Members were concerned that there did not appear to be a forum for Officers and Members to consult with community organisations on issues relating to race and diversity.

5.1.2 The Select Committee heard that the Council has evaluated all of its policies and established a working group of officers and partners to oversee the implementation of Departmental Action Plans. All senior officers have been undergoing training. The Committee noted that there had been a gap in strategic direction in this area and were pleased to hear that a Corporate Race Relations Manager would soon be appointed.

5.1.3 The LEA had also met its statutory duties under the Race Relations (Amendment) Act 2000 and the related code of practice. Schools had developed action plans and now used the LEA form for recording and reporting incidents. Some witnesses commented that the forms were cumbersome and that they would welcome a different recording and reporting system. Some schools had altered the form for their own purposes. The Committee was concerned that this approach was not consistent with developing a common approach to identifying and effectively monitoring occurrences.

5.1.4 The development of a multi-agency pro-forma for the recording of racial incidents had been drawn up and distributed to all schools. Consultation with future users of the form had been carried out. However, the Select Committee believed it would be beneficial to revisit the multi-agency pro-forma in view of the speed of the consultation and concerns raised by other agencies.

5.1.5 Schools were being encouraged to complete and submit a termly monitoring and evaluation data summary and letters were being sent out to all schools regarding this matter. Forty-eight schools had signed up to this during the review, although not all schools had returned their summary at the appropriate time. Clear directives need to be sent to all schools on the importance of compliance.

## **5.2 Strengthen the partnership with the Race Equality Council through a Service Level Agreement for support and advice to schools and families.**

5.2.1 It has recognised that the direct delivery of every service provided by local authorities may no longer be the most appropriate delivery model. In some areas there have been successful projects based on partnership working. The Race Equality Council (REC) was now in a position, through a Memorandum of Understanding to assist the LEA in providing support and advice to schools and families.

5.2.2 The Select Committee was pleased to hear that a new group known as the Race Equality and Safer Communities Group (RESCG) had recently been established and replaced the Anti Racism Task Force (ARTF). However, it was apparent during the course of the review of the need to have a local forum to provide appropriate advice and support.

5.2.3 It was evident that further staff training and development was essential. The Select Committee recognised that this could be delivered by external organisations.

5.2.4 The Committee was informed that the attendance at relevant training by Governors was low. Although Governors cannot be compelled to participate in this training, the importance of educating all people involved in education should be stressed to them.

5.2.5 The Select Committee also heard that a training programme based on partnership working comprising Lipson Community College, RCRC, REC and the LEA will soon be formalised, specifically relating to race and diversity.

## **5.3 Good Practice within Schools**

5.3.1 In regard to promoting racial awareness, some schools and colleges have clearly demonstrated areas of good practice in regard to promoting racial awareness, diversity and community cohesion. Members were impressed with the dedication shown by Head Teachers interviewed and the pride that their schools, which included

members of staff, pupils, parents, local business and members of the community, had in the projects they had been involved in. An example of some of the areas of good practice from the schools involved in this review are highlighted below –

5.3.2 **Holy Cross Catholic Primary School** considers itself enriched by the ethnic mix of its pupils (16% are BME). At the same time, however, these pupils were not seen as any different from any other in the school, which was clear from the following examples –

- the School holds dear its Mission Statement and also the children's own version of this, which states "we must value each other for who we are. We try to follow the Lord's Prayer...Although gaining knowledge is important to us, we also try to be more generous, sympathetic, tolerant and respectful."
- the recent Ofsted Inspection praised highly all levels of relationships within the school and considered the support it provided for EAL was very good. This was important due to the fact that the school celebrates difference and believes that because of this, it has no racial problems. By making the most of all opportunities such as Racial Justice Sunday, performing the hula and Maori haka at the Plymouth Arts Festival, attending the Respect Festival and enjoying Multi faith weeks each term, pupils grow up with a sense of value in each other and in themselves.

5.3.3 **Hyde Park Junior School** has 360 pupils, which included over 40 EAL children. The school had sought many opportunities to welcome visitors from ethnic minority communities in order to celebrate the diverse nature of the schools population, which has recently included the following projects –

- 10 Hong Kong Chinese student teachers recently led the school assembly and were in and around school all day;
- One World Week, which concentrated on Africa, was a major event, which included whole school activities to motivate all the children as well as create interest and understanding of different cultures. The major part of the event was a 'Farm Africa' project to raise money to purchase goats to help to improve the living standard of poorer families in Kenya, Uganda and Ethiopia. Children were each given a tube of Smarties and when they had eaten the sweets, they had to help at home to earn enough to fill the tube with money. The school set a target of raising the money for 50 goats. Each goat cost £27. The project caught the imagination of the local community, which enabled us to provide goats in all three African countries that were named. The local pharmacy, veterinary practice and estate agents were just a few of those who entered into the challenge. A local company director promised to match the children's achievements and pay for up to 50 goats. The enthusiasm was tremendous;
- Alongside the goat project, children looked at Fair Trade web sites and had a talk from a local agent who supported us in running a Fair Trade stall all week. Every child took part in African drumming and classes made book-marks with traditional African patterns. Each year group looked at different customs and learned as much as possible about different cultures. Every child and adult designed and wore a One World T-shirt;
- On the rare occasion a racial incident had occurred within the school, they were treated as extremely serious. Written reports were made on a

standard pro forma, parents of perpetrators were informed and sanctions were put into place, which would encourage the child in the wrong to learn more about the culture and customs of the child who had been offended by the incident. The school had implemented and used this system for many years and all recorded incidents were reported to the LEA to form part of the central record.

5.3.4 **John Kitto Community College** was committed to training all staff within the College on race and diversity awareness. One aspect of the overall training programme was the production of a detailed EMAS training package, which would train and assist all support staff within the Community College on race, diversity and EAL matters. The training had been implemented in Autumn 2004 and had proven successful, the four main areas were –

- session one: the Plymouth picture (reality versus misconceptions), the school picture and a feedback session;
- session two: how children learn an additional language, participation game and feedback session;
- session three: creating a language support environment, how school activities can be made more EAL friendly and a feedback session;
- session four: empathy exercise, with a focus on how it made you feel, what could have been done to make it easier for each individual and a feedback session.

5.3.5 **Lipson Community College** has over 1400 students aged 11 to 19. Within that number are over 70 BME students including 43 for who English is not their mother tongue. These students enrich the whole College, bringing cultural diversity which is celebrated at every opportunity. The number and variety of activities involved in our celebration of difference and community cohesion are too many to mention all in full, but our Cultural Diversity Days and Community Cohesion Sixth Form Conference are typical examples.

The Celebrating Diversity days have proved very successful. These days involved a morning of activities and an afternoon of performances and sharing of work.. Workshop activities were many and varied from hair braiding, silk painting and mask making to ethnic dancing and storytelling. The projects clearly achieved their aims in challenging pre-conceived ideas around race and culture and building positive relationships within the community.

Similarly, the Community Cohesion Sixth Form Learning Conference aimed to raise awareness of Community Cohesion issues through the medium of art, specifically music, drama and the media. Three different workshops culminated in a shared presentation of work performed by staff and students. These presentations incorporated difficult and sensitive issues, such as racism, bullying, isolation and integration. Through this work the students were made to think more deeply on these issues and question their attitudes and beliefs.

The learning conferences stressed the importance of having respect for each other around an anti-racist theme. A range of different workshops, which included music, dance, video diary, drama and media was used to encourage young people to explore and learn about their individual differences and to build on mutual respect. The learning conferences have had a significant impact on participants, as well as

members of the staff team, on a number of areas, which included a better awareness on the impact of racism and the importance of community cohesion work.

5.3.6 **Mount Tamar School** works with statemented students who experience Behavioural, Emotional and Social Difficulties (BESD). Issues relating to Community Cohesion and Race Awareness are placed high on the schools' agenda. Evidence of this was found in the following three areas:

- record keeping: All incidents of racial abuse were logged by staff and collated by the Child Protection Co-ordinator. This enabled the school to provide an early intervention from senior staff with the perpetrator;
- training: All students in Key Stage 3 and 4 had received training from an external provider on Race Awareness. Staff and Governors had also received training from the same provider. A partnership with Devon & Cornwall Constabulary meant that students in Key Stages 3 and 4 received a specific input on Race, Lesbian/Gay and discrimination issues and the law during a Citizenship lesson from a police officer;
- promoting positives: Resources had been allocated and procured to increase the range of visual images around the school promoting different peoples' heritages. RE and PHSE/Citizenship Co-ordinators were exploring embedding principles of Community Cohesion across the curriculum.

#### 5.4 **Good Practice within the Community/Partnership working**

5.4.1 Youth Service Team (YST) – part of the recent work carried out by the YST on race, diversity and community cohesion involved conferences with colleges and schools during October and November, 2004.

5.4.2 During the review the Select Committee were made aware of some of the cross cutting projects based on race, diversity and community cohesion. The projects were specifically aimed towards students and young people within the community. The Youth Service Team had been one of the main contributors to these programmes and had recently completed several successful projects, two of which are highlighted below.

Celebrating Difference Youth Event – this project aimed to use different creative workshops and performances to explore and celebrate the ethnic diversity of Plymouth. A range of workshops and youth performances were available for those who were interested in taking part. The issue based workshops included young peoples rights, community cohesion, peer education, self-esteem, assertiveness and body image. The art based workshops included various drama, arts and dance activities.

The youth participation team also delivered a workshop on young people's rights and was involved in planning and organising the event. The team played an important role in advertising and encouraging young people and different youth groups to attend and participate in the event. The role of the participation team at the event was similar to detached/outreach youth work. Staff were able to build relationships with young people and actively encouraged young people to take part in the workshops and performances. Furthermore, staff were also around and available for young people and participants to talk to should they have any experiences of racism and/or issues that affected them. The event provided the opportunity for young



people to explore and learn about different cultures and to celebrate individual differences. Through this event the Youth Work Team were able to discuss Youth Participation projects such as UK Youth Parliament etc, established new relationships with some BME young people and developed relationships with young people and groups already involved in youth work.

Community Cohesion Young People's Panel - the aim of the panel was to involve the voices and opinions of young people in the decision-making made around community cohesion programme in Plymouth. There had been 5 events held in partnership with Devon Youth Association, Youth Enquiry Service, Plymouth & District Racial Equality Council and the Council's youth service, which enabled young people to have a say in the decision-making and to influence decisions made on the Community Cohesion agenda. Through group work, often with 4 different languages used in the sessions, staff from different organisations, who currently work with young people, and young people themselves from across the city were able to meet, plan, celebrate difference and gain a greater understanding of each other.

5.4.3 The Select Committee were also informed that the Home Office, in partnership with the Education Practitioner Group, the Department for Education and Skills and the Commission for Racial Equality had produced the Community Cohesion Standards for Schools Booklet, which would be distributed to all schools. The Standards booklet had been framed by four strategic aims with related objectives. The four main aims were –

- close the attainment and achievement gap;
- develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity;
- contribute to building good community relations and challenge all types of discrimination and inequality;
- remove the barriers to access, participation, progression, attainment and achievement.

5.4.4 The Devon and Cornwall Constabulary informed Members on the 'Identifying and Combating Hate Crime Guide 2000', post Stephen Lawrence Inquiry. This guide had been implemented throughout the Constabulary, and delivered the clear message that each and every Constabulary officer was now responsible for adhering to the policies and processes within the guide. One of the key aims of the guide is 'unless you intervene you are failing in your duty'. This message has been embedded within the Constabulary, highlighting that the duty of all Police Officers to intervene where necessary.

5.4.5 The Constabulary also informed Members that they had recently been re-organised, with changes within the staff structure. The changes enabled Neighbourhood Beat Managers to work closely with the Youth Issues Manager (YIM) and Youth Intervention Officers (YIO). One of the key changes implemented was to move away from police participating during lessons within schools to focussing more on intelligence led work. This information was provided to the Youth Issues Unit to assist YIM and YIO in identifying troubled areas.

5.4.6 The Select Committee was also informed that the Council had recently invested £0.5m on establishing the Safer Communities Team. The Race Equality and Safer Communities Group had the full support of the Devon and Cornwall Constabulary in its approach of coming out of the structure of formal meetings and going directly into the community.

## **6.0 CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 Overall Conclusions**

6.1.1 The LEA had introduced a range of new and effective strategies to accelerate progress that had previously been too slow.

6.1.2 The Ethnic Minority Achievement Service is a core-funded service within the Department for Lifelong Learning that aims to provide equality of opportunity for all minority ethnic pupils, including refugees and asylum seeker pupils. In particular it seeks to meet the needs of pupils for whom English is an additional language and to raise the standards of achievement for those minority ethnic pupils who are at risk of under achieving.

The team is made up of teachers, teaching assistants and bilingual teaching assistants who work in primary and secondary schools supporting ethnic minority pupils.

The work of the team involves –

- identifying and assessing the needs of pupils with EAL;
- supporting new arrivals into schools;
- partnership teaching in collaboration with subject and class teachers;
- developing resources and dual language curriculum materials;
- in-service training to schools;
- supporting schools to develop race equality policies;
- working with LEA advisors and consultants on the EAL elements in the National Key Stage Strategies.

6.1.3 The Council had established the Plymouth Religious and Cultural Resource Centre as an independent trust, which provides resources for schools and communities. It was intended that the Centre would generate income and become self-funding. Although the Centre was held up as a valued service much needed and was used by many, the Centre still required financial support from the LEA. The complete role of the RCRC was unclear and needed clarification before further marketing and promotion of the Centre was implemented.

6.1.4 Following the inspection the LEA has made strenuous efforts to improve its approach, and by utilising Home Office and Health Action Zone funding, had established useful projects to connect communities, support families and raise awareness. One of these projects, N'Deagainsia, now had Lifelong Learning Department representation on its steering group and had carried out research into the experiences of black families in Plymouth, and the outcomes were currently being used to assist the LEA in implementing its policies, but it was felt that there was still scope for strengthening other partnerships.

6.1.5 Good use had been previously made of external consultation to develop the LEA's policy for training, but it was highlighted throughout this review that there was a further need for training of racial awareness for School Governors and teaching/non teaching staff.

6.1.6 Families play a key role in racial awareness and community cohesion. It is crucial for schools to consider the role they have in educating parents and children.

- 6.1.7 The Select Committee were informed that the REC were involved with the implementation of the Social Services 'Child Concern Model', which included racism and diversity. The model had been actioned with a large amount of staff training to ensure the aim and objectives were clearly understood. It was highlighted that the implementation of this Model had started to make a positive difference in the ethos of the City and had been held up as an area of good practice and was being used by other Councils. The Committee were informed that the highest risk area were children with mixed-race parents and the Youth Team had worked very closely with these children. The Racial Equality Council felt that schools would benefit from utilising the knowledge and expertise of the Youth Team when considering and implementing race and diversity policies and procedures.
- 6.1.8 Several representatives from the LEA, who had previously worked with the Monitoring Group and the REC, had highlighted throughout the review that, progress working as a partnership had been difficult to achieve at times.

## **6.2 Overall Recommendations**

- 6.2.1 There are a number of recommendations contained at Section 2 of the report. All recommendations have indicated the organisations or individuals for which they are of specific interest.

## **6.3 Progress on Implementation**

- 6.3.1 The Lifelong Learning Overview and Scrutiny Panel should receive reports on progress made on implementing the Post Inspection Action Plan on a quarterly basis for the next 12 months.

## Appendix 1 – Reference Materials

1. Race Equality and Diversity Policy (LLOSP 11 04/05)
2. Race Equality Training Strategy (LLOSP 12 04/05)
3. Racially Reported Incidents Monitoring Form (LLOSP 13 04/05)
4. Racially Reported Incidents Central Monitoring Form (LLOSP 14 04/05)
5. School Race Equality Policy (LLOSP 15 04/05)
6. Draft Ethnic Monitoring Policy (LLOSP 16 04/05)
7. Ofsted Submission (departmental plans) appendix 1 (LLOSP 17 04/05)
8. Ofsted Submission (departmental plans) appendix 2 (LLOSP 18 04/05)
9. Ofsted Submission (departmental plans) appendix 3 (LLOSP 19 04/05)
10. Ofsted Submission (departmental plans) appendix 4 (LLOSP 20 04/05)
11. Ofsted Submission (departmental plans) appendix 5 (LLOSP 21 04/05)
12. Big Brother Consultation Report (Children’s Fund) (LLOSP 22 04/05)
13. Racist Incident Central Monitoring Summary Statistics (LLOSP 27 04/05)
14. Summary of the Equality Standard for Local Government (LLOSP 28 04/05)
15. BME Statistics (LLOSP 29 04/05)
16. Audit Commission Ofsted Inspection Report (LLOSP 30 04/05)
17. PCC Response to Ofsted Inspection Report
18. PCC Response to Ofsted Inspection Report (race related pages only)
19. PIAP Recommendations 3.1 and 3.2 (colour spreadsheet) (LLOSP 42 04/05)
20. Race Equality and Diversity – Power-point Presentation (LLOSP 43 04/05)
21. PCC Measures to Combat Racism (LLOSP 44 04/05)
22. Lifelong Learning Staff Structure (staff involved in race and diversity) (LLOSP 45 04/05)
23. Race Equality Questionnaire (LLOSP 46 04/05)
24. PCC Procurement Procedures - Tender Document (LLOSP 47 04/05)
25. Plymouth Religious and Cultural Resource Centre (LLOSP 60 04/05)
26. Welcome to PRCRC (Autumn Newsletter Sept 04 – Dec 04) (LLOSP 61 04/05)

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27. John Kitto – Racist Incident Report to Governors – Summer Term 04 (LLOSP 62 04/05)
28. John Kitto Community College – College Race Equality Policy (LLOSP 63 04/05)
29. John Kitto – Equal Opportunities – Incident Report Form (LLOSP 64 04/05)
30. Holy Cross Catholic Primary School – PSHE Policy (LLOSP 65 04/05)
31. Holy Cross Catholic Primary –Equality of Race and Opportunity Policy (LLOSP 66 04/05)
32. Holy Cross R.C. Primary School – Multicultural Policy (LLOSP 67 04/05)
33. Holy Cross R.C. Primary School – Religious Education Policy (LLOSP 68 04/05)
34. Holy Cross Catholic Primary School – Mission Statement (LLOSP 69 04/05)
35. Hyde Park Junior School – School Statement (LLOSP 70 04/05)
36. Hyde park Junior School – Inclusion Review (LLOSP 71 04/05)
37. Hyde Park Junior School – EAL Policy (LLOSP 72 04/05)
38. Hyde Park – Policy for PSHE and Citizenship with Global Citizenship (LLOSP 73 04/05)
39. Hyde Park – Policy & Guidelines for Merit Awards and Discipline (LLOSP 74 04/05)
40. Tackling Racism through the Curriculum – Dorset County Council (LLOSP 75 04/05)
41. Tackling Racism through the Curriculum – A Framework (LLOSP 76 04/05)
42. Model School Policy for Race Equality (LLOSP 77 04/05)
43. Racist Incident Report Form – Dorset (LLOSP 78 04/05)
44. Dorset LEA Policy and Guidance for Race Equality (LLOSP 79 04/05)
45. Case studies of Good Practice in Dorset Schools (LLOSP 80 04/05)
46. Race Equality Action Plan for Damers First School (LLOSP 81 04/05)
47. Dealing with Racist Incidents in Schools – Guidelines for schools in Tower Hamlets (LLOSP 82 04/05)
48. Code of Practice - Disability Rights Commission (LLOSP 83 04/05)
49. Parkside Community Technology College Action Plan (part 2) (LLOSP 84 04/05)
50. LEA Action Plan Parkside Community Technology College (part 2) (LLOSP 85 04/05)
51. Cartoon Books Against Intolerance (Council of Europe) (LLOSP 86 04/05)
52. PCC Dept. LL – Invitation Tender for the Provision of Services (Procurement Policy) (LLOSP 87 04/05)

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53. Letter to Cllr Wildy – Re: Teachers and Racism from National Union of Teachers (LLOSP 88 04/05)
54. National Union of Teachers – Regional Office Report (LLOSP 89 04/05)
55. The Other Side of Silence – NUT (LLOSP 90 04/05)
56. TUFS News (LLOSP 91 04/05)
57. Dept. for LL – Delivery of the Race Equality Action Plan (LLOSP 92 04/05)
58. Race Equality and Diversity – Department for Lifelong Learning (LLOSP 93 04/05)
59. Community Cohesion Education Standards for Schools (LLOSP 94 04/05)
60. The Monitoring Group – Race Issues in Schools (LLOSP 95 04/05) (written submission)
61. Dept for LL – School Organisation and Services – Race Equality Action Plan, 2002-2003 (LLOSP 96 04/05)
62. Racial Harassment and Racist Incidents in Schools – Metropolitan Borough of Wirral (LLOSP 97 04/05)
63. Guidance for Schools on Combating Racism – Newcastle City Council (LLOSP 98 04/05)
64. Gloucestershire Council–Guidelines on Racial Harassment in Schools (LLOSP 100 04/05)
65. Memorandum from the Commission for Racial Equality (OFS 12) (LLOSP 101 04/05)
66. A Childline Information Sheet – Racism (LLOSP 102 04/05)
67. Bath & North East Somerset Council – Guidelines on Race and Diversity (LLOSP 103 04/05)
68. Managing Racial Harassment and Racist Bullying in Schools: a Guide for Parents/Carers – East Dunbarton (LLOSP 104 04/05)
69. Tackling Racism in Schools: Guidance for Parents/Carers – Essex CC (LLOSP 105 04/05)
70. Framework for a Race equality Policy (For Schools) – CFRE (LLOSP 106 04/05)
71. A Framework for a Model Race Equality Policy – Wakefield LEA & DC (LLOSP 107 04/05)
72. The Equality Standard for Local Government (LLOSP 108 04/05)
73. Performance Guidelines for Schools in England and Wales (LLOSP 109 04/05)
74. Identifying and Combating Hate Crime – Police Folder (LLOSP 110 04/05)
75. Reporting of race and homophobic incidents Scrutiny Report (LLOSP 114 04/05)

76. Community Cohesion Education Standards for Schools (LLOSP 115 04/05)

## **Appendix 2 – Contributors**

The Panel would like to express their sincere thanks to all those who provided information and advice:

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