



**BUCKINGHAMSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT**

**POSITIVE
RESPONSE TO THE
STEPHEN LAWRENCE INQUIRY -
MACPHERSON REPORT**

Review November 2000

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WORKING GROUP - REVIEW

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AIM 1: TO DEVELOP POLICY AND STRATEGY FOR RACE EQUALITY, INCLUDING IMPLEMENTATION AND PROMOTION

OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>1.1 To establish LEA principles for Equal Opportunities which are reflected in LEA departmental and school policies.</p>	<ol style="list-style-type: none"> 1. To agree principles and carry out consultation (working group) 2. To disseminate principles to LEA departments through briefings. 3. To disseminate to schools and governors for cross-referencing to existing policies. 	<p>Principles for Equal Opportunities established.</p> <p>Principles to be reflected in all LEA departmental policies on Equal Opportunities.</p> <p>Principles reflected in all school policies.</p>	<p>Adviser and Directorate</p> <p>Heads of Services</p> <p>Chief Adviser</p>	<p>July 1999</p> <p>March 2000</p> <p>July 2000</p>	<p>Achieved and approved by Education Committee</p> <p>Achieved via ESDG.</p> <p>Schools policy statements to be sampled January 2000.</p> <p>To be incorporated into new County Council policy statement.</p>
<p>1.2 To monitor, evaluate and review the implementation of the policies.</p>	<ol style="list-style-type: none"> 1. To train school staff and governors on developing, reviewing and implementing Equal Opportunities policies. 2. To carry out LEA staff training. 3. To offer awareness raising for elected Members of the County Council 4. All LEA departments review Equal Opportunities policies to reflect principles. 	<p>All schools have Equal Opportunities policies which reflect LEA principles.</p> <p>All schools implementing Equal Opportunities policies.</p> <p>LEA staff trained in Equal Opportunities</p> <p>Members aware of LEA principles and actions on Equal Opportunities.</p> <p>All LEA departments have Equal Opportunities policies which reflect LEA principles.</p>	<p>Adviser/ Governor Training</p> <p>Adviser/ Governor Training</p> <p>Adviser</p> <p>Directorate</p> <p>Head of Service</p>	<p>July 2001</p> <p>July 2001</p> <p>December 2000</p> <p>March 2000</p> <p>December 2000</p>	<p>In progress.</p> <p>In progress</p> <p>Achieved via Corporate Equal Opportunities Working Group.</p> <p>In progress.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>1.3 To produce a written commitment to race equality in a policy document with strategic plan.</p>	<ol style="list-style-type: none"> 1. To set up Equality Strategy group for education. 2. To set Equality targets for 1999/2000 minority groups. 3. To consult widely on a local basis, establishing best practice in other LEAs, and to publish final document. 4. To review all LEA guidance documents relating to work with children to ensure consistent policy, e.g. <ul style="list-style-type: none"> ▪ Education Development Plan ▪ Early Years Development & Childcare Plan ▪ Special Educational Needs ▪ Behaviour Support Plan ▪ Bullying and Racial Harassment ▪ Exclusions policy ▪ National Curriculum Support materials, etc 5. To target training for adults working with children. 6. To target the provision of training for all teaching services working with children in schools in dealing with racist attitudes. 	<p>Priorities for action agreed with RECs and community.</p> <p>Plan of action in place.</p> <p>Benchmarking of service delivery takes place from key principles.</p> <p>All LEA policies have clear statements on identification of racist attitudes and procedures laid out for dealing with such behaviour.</p> <p>All LEA policies have a statement of intent to race equality.</p> <p>All central staff attend compulsory training.</p> <p>Designated teacher per school receives training.</p>	<p>Designated Officer</p> <p>Heads of Service</p> <p>Minority Ethnic & Traveller Achievement Service</p> <p>Heads of Service</p>	<p>2001</p>	<p>Achieved Spring 2000.</p> <p>EYDCP – achieved.</p> <p>SEN – achieved.</p> <p>BSP – in progress for 2001.</p> <p>Bullying – achieved.</p> <p>No compulsory training required.</p> <p>In progress via Minority Ethnic & Traveller Achievement Service.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>1.4 To establish further county wide professional development opportunities on raising awareness on issues of racism</p>	<ol style="list-style-type: none"> 1. To write practical guidelines for schools on bullying, including raising awareness of cultural diversity and writing policies to challenge racial bullying. 2. To implement training courses for pastoral support co-ordinators in schools, representative governors and parents. 3. To offer county wide training for all Heads of Service and Education Management Team. 4. To set up pyramid training for all central staff and link to citizenship initiative. 5. To identify a mechanism for monitoring and evaluation of policy and practice. 6. To set up a conference for County Council Members and Officers regarding implications of Stephen Lawrence Inquiry Report for Buckinghamshire. 	<p>All schools have trained staff / governor who monitor and review bullying policy and practices.</p> <p>Reduction in racist behaviour in schools.</p> <p>Reduction in racist behaviour by central LEA staff.</p> <p>Schools and LEA officers monitor any racial bullying.</p> <p>All LEA officers attend County training.</p>	<p>Team Leader, Ethnic Minority & Traveller Achievement Service and Head of Youth & Community Service and County Adviser PSHE</p>	<p>November 1999</p> <p>July 2000</p> <p>July 2000</p> <p>July 2000</p> <p>September 2000</p> <p>August 2000</p>	<p>Achieved.</p> <p>In progress – training to take place in Summer Term 2001.</p> <p>Delayed in order to follow the issuing of “Learning for All” standards.</p> <p>In progress.</p> <p>Corporate Equal Opportunities Working Group have adopted this.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>1.5 To improve the social inclusion of pupils from minority ethnic groups.</p>	<ol style="list-style-type: none"> 1. To identify specific project initiatives which can improve educational outcomes for pupils from under represented groups. 2. To develop consistency of practice and identify core activities across the range of existing services, e.g. Minority Ethnic and Traveller Achievement Service, Youth & Community Service and Learning Support Service. 3. To improve links with the community and RECs and to seek the views of Headteachers on effective ways of including pupils and raising their attainments, including admissions to all schools. 4. To promote models of best practice in assessment and intervention particularly with regard to pupils who are excluded, vulnerable to exclusion, looked after or identified as having special educational needs, through joint initiatives. This should include the production of model policies. 	<p>Raised attainment of pupils from minority ethnic groups.</p> <p>Clearer information available to RECs, CRF and community groups.</p> <p>Improved links between the community and education services.</p> <p>Greater knowledge of factors affecting pupil under achievement.</p> <p>Reduction in numbers of exclusions and numbers of Looked After Children of self-defined ethnic minority pupils.</p>	<p>Head of Learning Support / Chief Educational Psychologist</p>	<p>September 1999</p> <p>April 2000</p> <p>September 2000</p>	<p>School based initiatives reviewed. Projects have begun. Outcomes to be discussed in Summer Term 2001.</p> <p>In progress.</p> <p>Achieved. Headteachers now members of REC/Education Liaison Group. Meeting once per term.</p> <p>Education of Children in Public Care Team to begin September 2000 building on Chesham Project. New Start II Project identified factors affecting disaffection from school. March 2000 New Start III mentoring initiative in progress for 2000/1</p> <p>Joint initiatives have been set up for supporting Refugees.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
	<p>5. To target the use of existing resources from central services towards a joint project involving Education Welfare Service, Minority Ethnic & Traveller Achievement Service, Learning Support Service and Youth & Community, focusing on multi-agency collaboration.</p> <p>6. To identify named officer responsible for monitoring the above and reporting back to CRF, including about the adoption by schools of their own policy.</p>			September 2000	<p>In progress. Project targeted at early years.</p> <p>Role of newly appointed Minority Ethnic & Traveller Achievement Service Leader</p>
<p>1.6 To develop ICT database.</p>	<p>1. To identify core elements and areas of data required from schools.</p> <p>2. To liaise with other key officers/Advisers re exclusions, raising achievement and SEN.</p> <p>3. To collect data and set up mechanism.</p> <p>4. To review system and amend where necessary.</p>	<p>Easily accessible data on individual pupil attainments, SEN, ethnicity, racial bullying, exclusions and Looked After Children for monitoring purposes.</p> <p>Specific areas of under achievement are identified for school improvement.</p> <p>Individual pupil support and admissions to selective schools identified.</p> <p>Reduced exclusions from self-defined ethnic minority pupils.</p>	<p>Team Leader Minority Ethnic & Traveller Achievement Service</p> <p>David Shaw and Peter Scott</p>	<p>September 1999</p> <p>September 1999</p> <p>October 1999</p> <p>July 2000</p>	<p>Achieved.</p> <p>Achieved</p> <p>Achieved</p> <p>In progress. Project underway to comment on these areas identifying the factors involved in the disproportionate exclusions of African/Caribbean pupils. Dissemination of results by March 2001.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>1.7 To develop the Local Authority Translation and Interpretation Service.</p>	<ol style="list-style-type: none"> 1. To identify areas of greatest demand through audit of services (questionnaire) and to identify where current opportunities exist for interpreters and translation, and in which languages. 2. To identify practices and accessibility of partner agencies, building on the services from SSD, EMAS and voluntary bodies. 3. To outline the range of requirements across all services for the next three years. 4. To seek the views of representative parents and the community, including CRF 5. To identify physical and service location. 6. To promote access to and use of the translation service with all services, and any partners and schools. 	<p>Specific areas of service and school needs addressed.</p> <p>Improved accessibility of information for minority ethnic groups.</p> <p>Greater partnership in assessment and intervention services for parents/families/community with LEA.</p> <p>LEA documents and letters readily available in languages additional to English.</p>	<p>Minority Ethnic & Traveller Achievement Service in liaison with Social Services Department.</p>	<p>November 1999</p> <p>December 1999</p> <p>November 2000</p> <p>January 2000</p> <p>April 2000</p> <p>July 2000</p>	<p>Achieved in liaison with Social Services Department.</p> <p>Achieved. Reported to Partnership Forum County Council multi-agency services, jointly funded.</p> <p>In progress – Social Services auditing.</p> <p>Achieved via Community Relations Forum.</p> <p>Achieved – Social Services Dept.</p> <p>Achieved via Education Strategic Development Group. Access for schools – in progress.</p>

AIM 2: TO DEVELOP A CODE OF PRACTICE FOR RECORDING AND REPORTING RACIST INCIDENTS

OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>2.1 To produce LEA guidance for schools on:</p> <p>a) Recording racist incidents</p> <p>b) Reporting racist incidents.</p>	<ol style="list-style-type: none"> 1. To provide a clear definition of racism in line with the CRE definition and the Stephen Lawrence Inquiry recommendations in the context of LEA policy document. 2. To list examples of incidents that are explicitly and implicitly racist as guidance. 3. To outline LEA guidance for schools on steps to be taken for reporting and recording racist incidents and action to be taken by schools/LEA. 4. To devise a recording framework, including outcomes of intervention taken by the school and/or LEA. 5. To improve designated school staff members' competency in dealing with racial harassment and confidence in challenging discrimination through training. 	<p>An agreed definition of racism clearly understood by all LEA employees, schools and governors.</p> <p>Schools have incorporated this in their policies, including anti-bullying policy.</p> <p>Guidance Document is incorporated in the LEA policy for 'Dealing with Racism'.</p> <p>Evidence of the recording format available in school behaviour, bullying policies and school brochure.</p> <p>Records presented by Pastoral Support Co-ordinator to Governors for monitoring purposes.</p> <p>Schools report to parents and LEA annually.</p> <p>Analysis of incidence and evaluation of actions taken by schools and LEA to be presented twice termly to Racist Incidents Response Group held by the community.</p>	<p>Minority Ethnic & Traveller Achievement Service</p>	<p>January 2000</p> <p>September 2000</p> <p>December 2000</p> <p>September 2001</p> <p>September 2001</p> <p>September 2001</p> <p>January 2000</p>	<p>Achieved. County Council approved at Policy, Performance and Finance Panel 9/99.</p> <p>In progress – via training in schools.</p> <p>Working Group initiated – led by Naureen Kausar</p> <p>Included in bullying pack – to be revised for 2001.</p>

AIM 3: TO ENSURE THE APPROACH TO THE CURRICULUM REFLECTS THE DIVERSITY OF LOCAL COMMUNITIES

OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>3.1 To provide all pupils/students with a curriculum which explicitly reflects the diversity of local and national minority ethnic communities.</p>	<ol style="list-style-type: none"> 1. To provide opportunities for advisers, psychologists and Minority Ethnic & Traveller Achievement Service in curriculum approaches to ethnic diversity within each subject, including citizenship as a priority. 2. To review and strengthen curriculum advice, training and support to schools in the light of this and forthcoming changes to the National Curriculum – citizenship. 3. To provide training for schools on increasing opportunities for ethnic diversity within the curriculum. 4. To review, revise and implement existing curriculum in the light of this. 5. To identify areas of good practice in schools. 	<p>Staff have greater knowledge and understanding of opportunities to promote ethnic diversity within own specialisms.</p> <p>Advice, training and support for schools to include more explicit opportunities for promoting ethnic diversity.</p> <p>At least one staff member in each school trained to appreciate opportunities to promote ethnic diversity within the curriculum.</p> <p>All schools include more opportunities to promote ethnic diversity within their curriculum.</p> <p>Guidance booklet on best practice distributed to all schools.</p>	<p>Chief Adviser/Minority Ethnic & Traveller Achievement Service</p> <p>Chief Adviser / Minority Ethnic & Traveller Achievement Service</p> <p>Chief Adviser / Minority Ethnic & Traveller Achievement Service</p> <p>Minority Ethnic & Traveller Achievement Service</p>	<p>April 2001</p> <p>July 2001</p> <p>April 2001</p> <p>July 2001</p>	<p>In progress via Minority Ethnic & Traveller Achievement Service and Racial Equality Councils. Exhibition 21st March 2001 – valuing cultural diversity project in the Early Years.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>3.2 To focus anti-racist work by developing Asian/African-Caribbean issues and to celebrate achievement.</p>	<ol style="list-style-type: none"> 1. To recruit 3 Asian workers to be trained in Youth/Community work. 2. To set up an Asian/African-Caribbean workers group to assist in Positive Action statements on Race Equality. 	<p>Increased number of qualified Asian workers.</p> <p>Assistance in data collection, curriculum, training staff development outcomes for the Education Service on Race.</p>	<p>Head of Youth & Community. Community Safety Partnership.</p>	<p>September 1999</p>	<p>Achieved</p> <p>Achieved.</p>
<p>3.3 To identify a clearer, broader role for Ethnic Minority Achievement Service</p>	<ol style="list-style-type: none"> 1. To identify specific targeted support which will focus on training all staff in schools to improve the quality of teaching and learning for pupils from minority groups. 2. To offer a range of curriculum approaches, support to parenting education, raising awareness of ethnic diversity and co-ordination of response to vulnerable pupils, particularly those at risk of exclusion and/or bullying. 3. To record and report on the numbers of minority ethnic pupils (self defined) excluded from each school. 	<p>Improvement in staff awareness in schools.</p> <p>Examples of best practice.</p> <p>Improvement in individual pupil attainments.</p> <p>Reduction in racist bullying.</p> <p>Reduction in exclusion of pupils from minority ethnic groups.</p> <p>Annual report to CRF of school-by-school exclusions.</p>	<p>Team Leader, Minority Ethnic & Traveller Achievement Service</p> <p>with Head of Learning Support; Learning Support Service; Educational Psychology Service; Adviser PSHE.</p>	<p>October 1999</p> <p>September 2000</p> <p>April 2001</p>	<p>Achieved</p> <p>In progress.</p> <p>In progress via CRF. Interim report to be presented and approved March 2000 by CRF.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>3.4 To enable schools to have greater access to teaching resources.</p>	<ol style="list-style-type: none"> 1. To clarify the range of existing centres and bases currently available. 2. To prepare a report identifying the future rational for centres, precise purpose and funding arrangements. 3. To promote the best use of available centres to services/agencies/schools/governors/community/families and link with other centres, both education and community based. 	<p>Clearer statement of purpose for existing centres.</p> <p>Great community and school awareness of the functions of the centres.</p> <p>Improve use of centres by schools and the community.</p>	<p>Head of Youth & Community</p> <p>with Team Leader, Minority Ethnic & Traveller Achievement Service</p>	<p>December 1999</p> <p>April 2000</p> <p>April 2000</p>	<p>Achieved – working party review led by Jenny Varney (Libraries).</p> <p>Achieved – working party review led by Jenny Varney (Libraries).</p> <p>Final report under consideration by DMT – implementation by October 2000.</p>

AIM 4: TO PREVENT THE DEVELOPMENT OF RACIST ATTITUDES, PARTICULARLY IN VERY YOUNG CHILDREN

OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>4.1 To provide advice and support to pre-school and school settings in the implementation of LEAs policy on race equality.</p>	<ol style="list-style-type: none"> 1. To provide LEA support for all providers in race equality and anti-racism strategies. 2. To review all Equal Opportunities policies. 3. To establish dedicated teacher (1.0 fte) support to all early years settings providing training and advice. 	<p>All schools and early years settings have this training built into their development plan, implemented and outcomes monitored.</p> <p>All early years' settings incorporate anti-racist strategies into their Equal Opportunities and behaviour policies.</p> <p>All early years settings monitor incidents and report annually to manager / committee.</p>	<p>Head of Early Years / Minority Ethnic & Traveller Achievement Service</p>	<p>2001</p>	<p>In progress – pilot project in place.</p> <p>In progress via EYDCP Partnership.</p> <p>Achieved – Early Yeas Consultant (Minority Ethnic & Traveller Achievement Service) March 2000.</p>
<p>4.2 To offer all settings access to Minority Ethnic & Traveller Achievement Service to address anti-racism issues and multi-cultural education.</p>	<ol style="list-style-type: none"> 1. To offer training and guidance on methods to prevent racism to all settings. 2. To develop appropriate support material for the teaching of anti-racism attitudes. 3. To encourage all settings to develop their multi-cultural education policies into practice. 4. To target focused support to setting where issues are identified in OfSTED reports. 	<p>Evaluation of OfSTED Inspection reports show reduction in Key Issues for Action identified by 10% from baseline data.</p> <p>Nominated member of staff received County training programme.</p>	<p>Minority Ethnic & Traveller Achievement Service</p>	<p>2001</p>	<p>Minority Ethnic & Traveller Achievement Service have set up continuing professional development for schools across the county.</p>

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OBJECTIVE	SPECIFIC TASKS	OUTCOMES, as performance indicators	CO-ORDINATED BY	BY WHEN	PROGRESS REVIEW
<p>4.3 To develop a greater partnership with parent /carer(s) and the community.</p>	<ol style="list-style-type: none"> 1. To review settings, Equal Opportunities and partnership with parents policies. 2. To offer guidelines in best practice for all settings. 3. To provide curriculum delivery advice to early years settings as part of Personal, Social Development desirable learning outcome. 	<p>Evaluation of OfSTED Inspection reports show reduction in Key Issues for Action identified by 10% from baseline data.</p> <p>Nominated member of staff received County training programme.</p>	<p>Minority Ethnic & Traveller Achievement Service</p>	<p>2001</p>	<p>In progress.</p> <p>In progress</p> <p>In progress via Minority Ethnic & Traveller Achievement Service Consultant (Early Years) and EYDCP.</p>