



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Estyn's Race Equality Scheme

2008 – 2011



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Foreword

In this document, I present Estyn's Race Equality Scheme 2008-2011.

The Race Relations (Amendment) Act 2000 places a positive duty on public authorities to eliminate racial discrimination and to promote equality of opportunity and good race relations between people of different racial groups.

This is our third Race Equality Scheme and sets out the framework within which we will continue to address our statutory duty over the next three years, both as a public sector employer and as a body with a duty to promote race equality across the sectors we inspect.

We have made good progress in embedding race equality into our work and this Scheme includes a summary of our achievements to date.

Our Corporate Plan 2008-2011 details our strategic priority 'to transform inspection to meet citizen and stakeholder needs'. Our Race Equality Scheme, in conjunction with our Disability and Gender Equality Schemes, contributes to supporting diversity and the achievement of our strategic priority.

It is intended that this Scheme will help Estyn further contribute effectively to the equalities agenda in Wales and in the UK Civil Service.

Dr William Maxwell
Her Majesty's Chief Inspector of Education and Training in Wales

May 2008

Section 1: About Estyn

- 1.1 Estyn is the Office of Her Majesty's Chief Inspector of Education and Training in Wales. Estyn is a Welsh word meaning 'to reach', 'to stretch' or 'to extend'.
- 1.2 Estyn challenges for improvement in learning in Wales through providing an independent and high quality inspection and advice service that is distinctive to and serves the needs of Wales. Estyn's unique all Wales perspective contributes to the development and implementation of policy for education, training and lifelong learning.
- 1.3 Estyn is responsible for inspecting and reporting on:
 - nursery schools and settings that are maintained by, or receive funding from, local authorities;
 - primary schools;
 - secondary schools;
 - special schools;
 - pupil referral units;
 - independent schools;
 - further education;
 - adult community-based learning;
 - youth support services;
 - Local Authorities;
 - teacher education and training;
 - youth and community work training;
 - work-based learning;
 - offender learning;
 - careers companies; and
 - the education, guidance and training elements of the Department for Work and Pensions funded training programmes.
- 1.4 Estyn also:
 - provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
 - makes public good practice based on inspection evidence.
- 1.5 Estyn is headed by Her Majesty's Chief Inspector. At 31 May 2008, we had 97 permanent staff in post. A number of inspectors are currently seconded into Estyn to increase our capacity. In addition to employed staff, we contract with organisations and independent inspectors to carry out some aspects of our work.
- 1.6 Annex A sets out our distribution of business and a list of our statutory functions, policies and practices is at Annex B. Our website at www.estyn.gov.uk has more information about our work.

Our Mission

To achieve excellence for all in learning in Wales

The mission will be achieved by providing an independent, high quality inspection and advice service in relation to education and training in Wales.

Our Vision

To be recognised through the expertise of our staff as an authoritative voice on learning in Wales

We will learn and develop, celebrate and disseminate best practice, share our expertise and work closely with the Welsh Assembly Government and other partners and stakeholders.

Excellence will be at the forefront of our business aspirations as well as in the expectations we have of those we inspect.

Our purpose

To raise standards and quality in education and training in Wales

We will do this through high quality inspection and providing advice, in support of the Welsh Assembly Government's strategic direction.

Our strategic priority

To transform inspection to meet citizen and stakeholder needs

We will achieve this by continuous improvement of capacity and capability in Estyn.

Our operational objectives

Activity Programme One – the sectoral inspection programme of education providers

Our inspection will be proportionate to risk and support the continuous improvement of education and training in Wales.

Activity Programme Two – thematic inspections and reviews

Our advice will inform the Welsh Assembly Government in the formulation and evaluation of strategy and policy.

Our leadership behaviours

To enable us to achieve all of the above, our people will work in accordance with the leadership behaviours that are at the heart of our performance management system.

These behaviours are:

- willingness to develop oneself;
- delivering results; and
- working together effectively.

Strategic Overview

Our key purpose as an organisation remains that of promoting excellence for all learners through contributing to raising standards and quality in education and training in Wales.

We use our core business of inspection to achieve this broad purpose in three main ways:

- **through providing public accountability on the quality of education and training provision in Wales** – by providing robust, independent assessments of the quality of provision being made by education and training providers to the users of these services and other stakeholders, we play an important role in supporting effective accountability, empowering the users of services and others to play their part in raising standards;
- **through promoting improvement in the delivery of education and training in Wales** – beyond our role in providing information to support public accountability, we also more directly engage in dialogue with education and training providers through inspection, providing them with specific recommendations for areas in which they need to target improvement. More broadly we draw on our unique access to practice across Wales to distil features of best practice in the delivery and management of education and training provision, and actively disseminate this across the system;
- **through informing the development of national policy by Welsh Assembly Government Ministers and officials** – by drawing on inspection outcomes, and by undertaking specific thematic reviews agreed with Welsh Government Ministers, we ensure that we capitalise on the potential of our rich evidence base to provide expert professional advice to inform the development and review of national policy across almost all aspects of education and training.

Developing and improving our performance in each of these areas therefore represents three of our strategic objectives.

To ensure we are best placed to deliver on all three of these objectives to our maximum potential, we also need to ensure that we are as efficient and effective as an organisation as it is possible to be. Hence our fourth strategic objective is:

- **developing Estyn as a ‘best value’ organisation and employer of choice**

This fourth objective supports each of the others – if we do not pursue it effectively we will be undermined in our efforts to deliver the other three ‘outward facing’ strategic objectives, and hence will be hampered in our efforts to achieve our overall purpose.

Section 2: How we promote race equality

Mainstreaming equality

- 2.1 We are mainstreaming equality and diversity both in-house and in the service that we provide for learners across Wales. This is particularly evidenced in our inspection work by the key questions in our Common Inspection Framework relating to equality issues and more generally in this Race Equality Scheme.

Inspection

- 2.2 We promote race equality through our inspection and remit work, by drawing the attention of providers to their own duty to promote race equality (where relevant).
- 2.3 In line with our Common Inspection Framework, we report on issues of race equality including equality of access to the curriculum and the monitoring of outcomes for all learners, regardless of their social, ethnic or linguistic background. All seven key questions in our framework address race equality matters (see Annex C for further details).
- 2.4 Each inspection asks to what extent the provider addresses:
- the quality of provision for equal opportunities; and
 - to what extent the provider has positive and constructive attitudes to learners from a variety of backgrounds.
- 2.5 We ask specific questions, including:
- Does the provider give additional support to meet individual linguistic needs?;
 - Does the provider secure equal treatment of learners?; and
 - Does the provider recognise and respect diversity?

We also check and, if necessary, discuss and comment on providers' policies for inclusion and anti-discriminatory practice.

- 2.6 Our inspection findings are published in our inspection reports which are available on our website. Since 2005 we have reviewed our inspection guidance, handbooks and documentation in respect of the general duty placed on organisations by the Race Relations (Amendment) Act 2000 and where required, the guidance has been updated.
- 2.7 Additional guidance has been published in respect of:
- the inspection of racial equality, the promotion of good relationships and English as an additional language; and
 - inspecting education for sustainable development and global citizenship in schools.

Remit reports

- 2.8 We also gather information and reports on race equality issues in our remit work. In our remit reports we make recommendations for local authorities, providers, the Welsh Assembly Government and other agencies as appropriate. These recommendations may include actions aimed at improving equality of access and provision.
- 2.9 Since 2005, the following remit reports have looked at issues related to race equality:
- Equal opportunities and diversity in schools in Wales;
 - The education of Gypsy Traveller learners 2004-2005;
 - Post-16 Basic Skills Provision: Basic Skills Initial Assessment, Support and Monitoring Systems;
 - Tackling bullying in schools – a survey of effective practice;
 - Establishing a position statement for Education for Sustainable Development and Global Citizenship in Wales;
 - Values education: an evaluation of provision of education for the promotion of social responsibility and respect for others;
 - Local education authority practice in monitoring the location of pupils being educated outside the school setting and those missing from education;
 - Having your say – young people, participation and school councils;
 - Young People’s participation in decision making; and
 - Participation of children and young people (3-11 year olds) in local decision-making issues that affect their lives.
- 2.10 The full reports are available on our website and a summary of the findings are included in The Annual Report of Her Majesty’s Chief Inspector of Education and Training in Wales 2005-2006 and 2006-2007, also available on our website.

Reports

- 2.11 Throughout 2007 we aimed to encourage a wider readership of our reports by publicising them better in the press and making sure that they are more accessible to a wider range of reader. All our reports are available on our website and summary documents of our larger reports are available to provide key messages. We are now presenting more information in graphical form and making our reports easier to understand and we will continue to look at how we can make our reports more accessible to a wider audience throughout the lifetime of this Scheme.

Estyn 2010 project and consultation

- 2.12 In November and December 2007, we began a widespread national consultation project to help us review the way we inspect education and training in Wales, using citizen and stakeholder voice to directly inform our thinking about what we should do in the future as an Inspectorate.
- 2.13 We sought the views of a cross-section of people across Wales, from a wide range of stakeholders including:

- learners in any kind of education and training provision, such as pupils, young people and adult learners (both Welsh and English provision),
- parents;
- our partners in education, training and inspection, audit and regulation;
- The Welsh Assembly Government;
- The National Assembly for Wales;
- hard to reach groups, including those in isolated rural areas;
- a fully representative sample of communities;
- representatives of faith-based education; and
- minority groups.

2.14 We aimed to reflect, as much as possible, the social, linguistic, ethnic and demographic make-up of Wales in the consultation sample and a concerted effort has been made to engage traditionally 'hard to reach' groups.

2.15 We asked a wide variety of people what kind of inspection service we should provide that will help to improve education and training. We also wanted to find out what types of information people need and how we can provide this information in a way that is user-friendly and will help people make informed choices and be better able to influence the quality and provision of services.

2.16 The work was carried out by external consultants and included questionnaires and structured interviews with individuals, small groups and focus groups representative of identified constituencies, including members of our stakeholder forums.

2.17 The consultants' final report provided us with an initial overview of our stakeholders' views on inspection. Going forward, in the first half of 2008, we will identify the most viable options for further consultation on the frameworks for inspecting education and training in Wales for the next inspection cycle starting in 2010. We will then consult with stakeholders in the autumn of 2008 and spring of 2009.

Recruitment

2.18 Our recruitment and selection policy and associated procedures are underpinned by the principles of:

- a. openness;
- b. fairness; and
- c. appointment based on merit.

2.19 We give due consideration to how and where we advertise vacancies, the composition of selection panels and the integrity of our procedures.

2.20 In addition to advertising in the national press and other job specific publications, we circulate our vacancies to the All Wales Ethnic Minority Association (AWEMA), Race Equality First, the Minority Ethnic Women's Network and various Race Equality Councils/Networks across Wales. We have also aimed to raise our profile as an employer through advertisements on the AWEMA Planning Chart in 2007 and 2008 and the Urban UK Wall Display 2008 in order to try and reach a wider audience and

demonstrate to job seekers from different backgrounds our commitment to equal opportunity.

Monitoring equality

- 2.21 We ask applicants to provide equality information on our equal opportunities monitoring form, during the recruitment process and on appointment. We use the information obtained, in conjunction with the information captured during our annual equality monitoring survey for our staff and those on secondment to Estyn, to satisfy our employment duties.
- 2.22 We will continue to monitor and analyse the information, investigate reasons for any differential outcomes, and take remedial action, where appropriate, to ensure there is no discrimination and that we are promoting equality of opportunity. Analysis of the results to date has not identified any significant areas for improvement.
- 2.23 We publish the outcomes of our race equality monitoring annually on our website and from 2008 we will publish the outcomes of all equality monitoring in a consolidated report. Our latest Ethnic Monitoring Report 2006/07 is available on our website and includes comparative data for the past three years.

Training

- 2.24 We provide regular training for those who undertake inspection activity with us or on our behalf, which includes training in equality matters.
- 2.25 In March and April 2007 we organised a programme of Diversity Awareness training for all permanent and seconded staff to ensure they were more aware of and had the necessary skills and knowledge to ensure that equality is part of our day to day activities. Ninety six per cent of our staff attended the training and the feedback was very positive with nearly all respondents commenting that the opportunity for discussion had helped to raise awareness of diversity issues.
- 2.26 As part of our commitment to training and development and in relation to our general and specific Duties, we will continue to review staff training needs and provide appropriate training.
- 2.27 We will also review the way Impact Assessments are carried out. We are looking to develop Equality Impact Assessment Guidance to help policy-makers and those designing/delivering services to ensure the consistent integration of equality considerations into our day-to-day business.

Statement on Bullying and Harassment

- 2.28 In October, we formalised our commitment to ensuring that bullying or harassment does not take place, and is not tolerated, in our organisation. This was evidenced through a statement made available to all staff.

Our website

- 2.29 In order to establish whether our website meets the needs of our customers and what changes might be appropriate, we added a short customer satisfaction survey to the homepage in February 2007. The information collated was used, in conjunction with the outcomes of wide-scale consultation, both within Estyn and with some of our external stakeholders, to inform the report collated by external consultants who were engaged to help review and refresh our Information Systems (IS) strategy.
- 2.30 The key priorities of our IS strategy have been agreed and an outline implementation plan has been developed to move the strategy forward. This will include improved information services for external stakeholders.

Procurement

- 2.31 Where we have a contract or other arrangement with others to carry out any of our functions and the general duty applies to those functions, we are responsible for ensuring that those duties are met. The general duty does not override the regulations on public procurement, under which we buy or obtain services from outside organisations.
- 2.32 Our procurement documentation includes reference to race equality in the standard terms and conditions for goods and services and requires all contractors to comply with all current statutory obligations, including the race equality duty. We also ask that contractors evidence in their business statement any equal opportunities policies/strategies they may have in place.
- 2.33 We also require contractors of school inspections to provide a quality statement with its submission for contracts. Our guidance to Contractors on completion of the quality statement includes a section on the need for Contractors to have an appropriate equal opportunities policy that shows that they take account of the need to consider these issues in training and in drawing up and deploying teams of inspectors.

Section 3: Race equality duties placed on Estyn

The General Duty

- 3.1 This Scheme describes how we will continue to comply with the general duty placed upon public authorities by the Race Relations (Amendment) Act 2000 to promote race equality. This new scheme builds on the work of our previous schemes to ensure our continued compliance with the Act over the next three years.
- 3.2 The duty requires public bodies to be proactive in promoting equality for all people regardless of their race; and, when carrying out their functions bodies are required (where relevant) to have due regard to the need to:
 - a. eliminate unlawful racial discrimination;
 - b. promote equality of opportunity; and
 - c. promote good relations between people of different racial groups.
- 3.3 The Equality and Human Rights Commission (EHRC) has indicated that 'due regard' means that the weight given to the need to promote race equality is proportionate to its relevance to a particular function.

The Specific Duties

- 3.4 The Race Relations Act 1976 (Statutory Duties) Order 2001 placed a number of specific statutory duties on public authorities, including Estyn.
- 3.5 The specific duties, set out below, are intended to assist public authorities in satisfying the general duty, in particular by setting out what they should do to plan, deliver and evaluate action to eliminate discrimination, promote equality and good relations between people from different racial groups.
- 3.6 The specific duties required us to prepare and publish a Race Equality Scheme by 31 May 2002, detailing how we intended to meet the general and specific duties and setting out our race equality objectives. The duty also requires the scheme and assessment of functions to be reviewed at least every three years. This Scheme is the second review since the original scheme and shows:
 - a. which of our statutory functions, policies and practices, or proposed policies and practices, are relevant to the general duty to promote race equality (see Annex B);
 - b. what our arrangements are for:
 - assessing and consulting on the likely impact of our proposed policies and practices on the promotion of race equality;
 - monitoring our policies and practices for any adverse impact on the promotion of race equality;
 - publishing the results of such assessments, consultation and monitoring;

- ensuring public access to the information and services that we provide; and
- training staff in relation to the general and specific duties.

3.7 We must also ensure that we continue to fulfil the Specific Employment Duties and then ensure that those arrangements are followed through to action. The Specific Employment Duties require us to:

- a. monitor by reference to the ethnic groups to which they belong:
 - the numbers of staff-in-post;
 - applicants for employment, training and promotion, from each such group; and
- b. to publish annually the results of our monitoring under a).

Statutory Codes of Practice

3.8 The Race Relations (Amendment) Act 2000 gave the Commission for Racial Equality (CRE), now amalgamated into the Equality and Human Rights Commission (EHRC), the power to issue codes of practice. In drafting this revised Scheme, we have, where practicable taken into account the recommendations in the following CRE and EHRC publications:

- Statutory Code of Practice on the Duty to Promote Race Equality;
- The Duty to Promote Race Equality – A Guide for Public Authorities (non-statutory);
- The Duty to Promote Race Equality – A Framework for Inspectorates;
- Public Authorities and Partnerships – A Guide to the Duty to Promote Race Equality; and
- Racial Equality and the Smaller Business – A Practical Guide; and
- The Equality and Human Rights Commission Guidance note - The race equality duty and the statutory three year review.

Section 4: Principles of Estyn's Race Equality Scheme

Context

- 4.1 This is our third Race Equality Scheme. It sets out the framework within which we can continue to promote race equality, good relations between people from different racial groups, and prevent unlawful discrimination. The Scheme will help us to meet the requirements of the Race Relations (Amendment) Act 2000, meet our duty to promote race equality and build on the progress made during our previous schemes.
- 4.2 Our Race Equality Scheme (and the Action Plan at Annex D) has been developed in the context of the following principles and builds on the guidance and advice that has been issued by the Commission for Racial Equality and the Equality and Human Rights Commission to date:
- a. we commit ourselves to eliminating unlawful discrimination in all our functions and services, as well as being committed to taking positive action to promote diversity in our workplace;
 - b. we place a positive value on diversity and believe that differences in our workforce can add value and make us stronger, more flexible and ultimately more capable of delivering inspection and advice services that meet the needs of learners in Wales;
 - c. we will ensure that no user of our service, present or future employee or job applicant, receives less favourable treatment on grounds of race; and
 - d. we are committed to promoting equality of opportunity and promoting good relations between people regardless of their race, both within our workforce, and in the wider community where possible, in order to help eliminate discrimination and promote race equality.
- 4.3 The focus of the Action Plan is to further develop our inspection practice and advice work in relation to the general and specific duties, and to continually review our internal business functions, policies and practices to further thread race equality through all that we do. Following each review, we will consider how functions, policies and practices might be changed, if necessary, to meet the general duty.

Strategic aim of Estyn's Race Equality Scheme

- 4.4 The strategic aim of this Scheme is to continue to mainstream race equality into every aspect of our work by identifying the key actions we need to take across all of the relevant functions, policies and practices by way of:
- a. involvement and consultation – raising confidence in services and improving policy development through effective consultation which engages our staff and those who use our services or who have an interest in our work. Our inspection arrangements put an emphasis on listening to learners; which means we will focus on the experiences of the users of our services including parents, governors, teachers, managers and especially learners;

- b. monitoring and gathering evidence – ensuring that there is a sufficiently robust evidence base upon which we can continuously evaluate the impact of our work in relation to race equality and using the information gathered as part of the Action Plan and through involvement to inform the development of future Race Equality Schemes;
- c. impact assessment – operating a methodology which identifies the possible impact of our functions, policies and practices on race equality and involving staff and service users in the identification of barriers and assessment of impact;
- d. developing an action plan – indicating how we will proceed over a three year period towards fulfilling the general duty;
- e. reviewing the Scheme at least every three years to ensure it is still relevant to our business; and
- f. reporting on progress in implementing the Scheme and against the action plan each year.

Involvement and consultation

- 4.5 We are committed to giving all those who have an interest in our work, regardless of their race, every opportunity to:
 - a. comment on how our services and employment practices are provided;
 - b. assist in the identification and prioritisation of initiatives to promote race equality; and
 - c. contribute to the development and implementation of our Race Equality Scheme and Action Plan.
- 4.6 We recognise that the involvement of staff, our trade unions, stakeholders and race equality organisations is critical to the development and success of this Scheme and, therefore, their involvement will be an ongoing activity.
- 4.7 We will continue to improve the way we work with partners to provide an inspection service that might better meet the needs of citizens in their local communities from 2010. In order to do this we will be carrying out further consultation in respect of the Estyn 2010 project (see Section 2 for further details).
- 4.8 We already work with a number of groups to build the requirements of the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 into our training and practice. We will ensure that all staff, contractors and partners are aware of their individual and organisational responsibilities and are taking steps to carry them out and where applicable, additional training and guidance will be provided.
- 4.9 We welcome feedback on our approach and we recognise the need to be flexible in how and when we involve different groups and organisations.

Monitoring and gathering evidence

4.10 We will utilise current information gathering mechanisms, adapting them as necessary, and set up new monitoring systems, where appropriate, if there is limited information available. This will enable us to obtain and monitor the relevant information to determine the effect of our functions, policies and practices on different racial groups, and in particular the extent to which:

- a. they promote race equality; and
- b. the services we provide and the functions we perform take into account the different needs of people from each racial group.

4.11 We will continue to monitor the diversity of our workforce through our annual monitoring questionnaire. The data will be entirely dependent on staff voluntarily declaring this information.

4.12 We will report annually on the ethnicity of:

- a. applicants (successful and unsuccessful) for jobs in Estyn;
- b. employees in post; and
- c. applicants for training opportunities

in conjunction with gender and disability, where the information is available. The results of such monitoring will be published annually on our website.

4.13 Due to the relatively small number of staff employed by Estyn and the need to ensure staff confidentiality it may not always be possible to publish in detail the results of our equality monitoring information. However, the information gathered will be used to meet our duties as an employer and to develop fair and inclusive policies and employment practices.

4.14 The information we gather during the implementation of our Action Plan relating to our statutory functions, policies and practices (listed at Annex B) will be analysed and evaluated to fully understand how it can be used to inform the development of policy and procedures and the development of future Race Equality Schemes.

4.15 We will focus on:

- a. reviewing our functions, policies and practices to determine their relevance to the duty to promote race equality and identify any changes necessary;
- b. continuing joint working with partners, agencies and stakeholders to gather information and data regarding our wider stakeholders;
- c. providing guidance training to our staff and those who carry out our work as contracted inspectors, additional inspector or peer assessors; and
- d. ensuring the views of people from different ethnic backgrounds are taken account of when implementing the Scheme.

Impact Assessment

- 4.16 An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure, practice or service does (or may) affect people differently, and if so, whether it affects them in an adverse way.
- 4.17 We will undertake a programme of impact assessment of our functions, policies and practices, or the likely impact of them, on race equality for people who are employed by Estyn, are affected by our work or who appear to have an interest in the way we carry out our functions. Action will be taken where necessary, to address any adverse impact that has been identified as a result of assessment.
- 4.18 The aim is for assessments to be carried out on new policies and services, as they are developed; and over the next three years on all other existing policies and services with priority given to those which appear to have the greatest relevance to race equality. The timetable for assessment of existing policies will be developed and reviewed as part of our action plan. Race equality issues will be considered alongside other equality issues such as gender and disability.
- 4.19 A summary of the results of the Equality Impact Assessments, Action Plans, and consultation exercises will be reported as part of the annual review of our Race Equality Scheme.

Developing an Action Plan

- 4.20 Our Action Plan at Annex D lists those actions that we have identified that we will take to ensure we promote race equality effectively during the next three years of our Scheme. It provides a framework for the continued integration of race equality within our core business through impact assessment, monitoring and implementation of key actions to make changes.

Reviewing the Scheme

- 4.21 A formal review of our Race Equality Scheme will take place in 2011 when a new agenda for action will be set, or sooner if legislative changes occur. As part of this process we will make sure that we involve stakeholders and staff.

Reporting on the Scheme

- 4.22 Her Majesty's Chief Inspector of Education and Training in Wales retains overall responsibility for the Scheme. Estyn's Senior Management Team has approved this Scheme and will receive regular progress reports against the Action Plan from our Equality and Diversity Officer who will manage the day-to-day running of the Scheme.
- 4.23 The annual progress report will contain a summary of the steps we have taken to fulfil our action plan, the results of the information-gathering we have undertaken and

what we have done with the information gathered. We will publish this Scheme and progress reports on our website.

Complaints

- 4.24 Complaints about race equality from members of the public will be dealt with through our Complaints procedure. Our complaints and appeals procedures are published on our website and a hard copy of the procedures can be obtained from the Cardiff office on request. We take all complaints seriously and will not tolerate any form of discriminatory behaviour.
- 4.25 If you have a concern about any aspect of our work and you are unsure who to contact about it, please phone or send the complaint to our Complaints Officer at the address below.
- 4.26 We have in place internally, grievance procedures, disciplinary procedures, and 'whistle blowing' procedures. The latter provide protection for employees who want to report concerns about wrongdoing, illegal or unethical conduct in the workplace without fear of being victimised as a result.

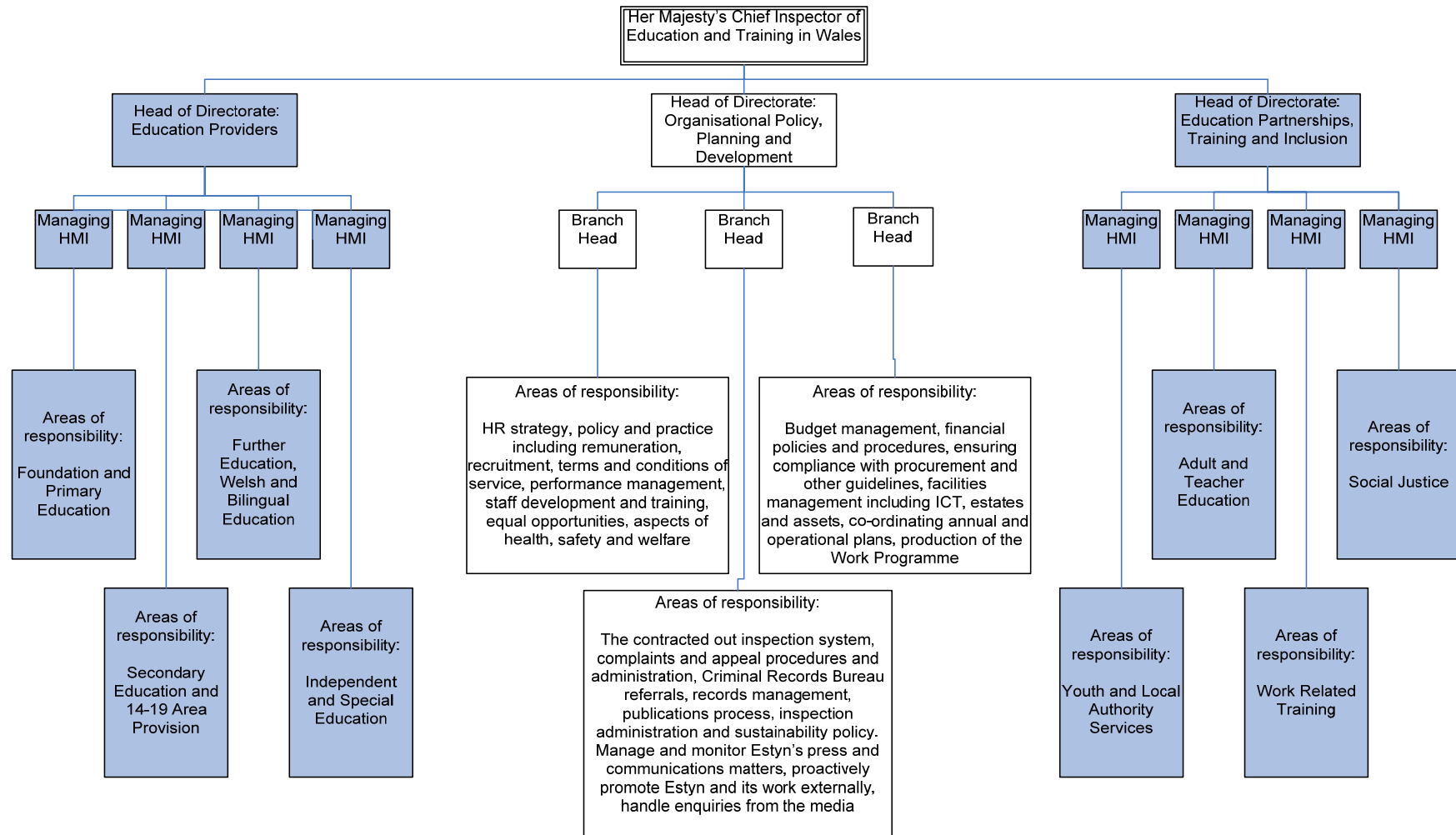
Further information

- 4.27 This Race Equality Scheme is a public document and will be made available to all who wish to see it in English and Welsh. We will also consider translating the Scheme into other languages and/or formats on request.
- 4.28 If you would like any additional information on Estyn or require further copies of this document please contact us at the address below. Alternatively, all of our Equality Schemes are available on our website:
www.estyn.gov.uk/about_estyn/about_estyn.asp

Contact us:

By Post:	Estyn Anchor Court Keen Road Cardiff CF24 5JW	Tel:	029 2044 6446
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		E-mail:	enquiries@estyn.gsi.gov.uk
		Web site:	www.estyn.gov.uk

Annex A: Estyn's Distribution of Business



Annex B: Assessment of functions, policies and practices for their relevance to the general duty

Our statutory functions, policies and practices, both current and proposed, were reviewed during the revision of this scheme.

The Race Equality general duty asks us to pay due regard to:

1. eliminate unlawful racial discrimination;
2. promote equality of opportunity; and
3. promote good relations between persons of different racial groups.

Paying due regard means that the weight given to race equality should be proportionate to its relevance to a particular function.

The results of the assessment below will be used to develop the timetable for reviewing and impact assessment of employment and corporate issues as detailed under action 1.02 in Year One of our action plan.

Function, policy or practice	Questions to ask in assessing the relevance of functions and policies			
	Relevant aspects of the general duty (e.g. 1, 2, 3) Refer to key above for codes	Is there evidence to suggest that people from different racial groups are differently affected in this area? Yes / No (give reasons if applicable)	Degree of relevance to general duty: 0. None 1. A little 2. Some 3. A lot	Priority: High Moderate Low
Inspection				
Inspection of and inspection guidance for: - schools (all) - pupil referral units - youth support services - local authorities - teacher education and training - work-based learning - further education - adult community-based learning - youth and community work training - offender learning - careers companies - Department of Work and Pensions funded training	1, 2, 3	No - in terms of our inspection practice using the Common Inspection Framework and Quality Monitoring.	3	HIGH
Training of inspectors	1, 2, 3	No	3	HIGH
Estyn 2010 - new inspection arrangements	1, 2, 3	No	3	HIGH
Advice to Welsh Assembly Government	1, 2, 3	NB Would depend on the nature of the advice requested	2	MODERATE
Memoranda of understanding	1, 2, 3	No	2	MODERATE
The Annual Report of Her Majesty's Chief Inspector	1, 2, 3	No	2	MODERATE
Child protection policy	1	No	1	LOW
Vulnerable adults policy	1	No	1	LOW

Function, policy or practice	Questions to ask in assessing the relevance of functions and policies			
	Relevant aspects of the general duty (e.g. 1, 2, 3) Refer to key above for codes	Is there evidence to suggest that people from different racial groups are differently affected in this area? Yes / No (give reasons if applicable)	Degree of relevance to general duty: 0. None 1. A little 2. Some 3. A lot	Priority: High Moderate Low
Human Resources				
Recruitment and selection procedures	1, 2, 3	No	3	HIGH
Training and development strategy	1, 2, 3	No	3	HIGH
Performance management	1, 2, 3	No	3	HIGH
Grievance procedure	1, 2, 3	No	3	HIGH
Whistle blowing policy	1, 3	No	3	HIGH
Equal Opportunities policy (proposed)	1, 2, 3	No	3	HIGH
Statement on bullying and harassment	1, 2, 3	No	3	HIGH
Disciplinary procedure	1, 2, 3	No	2	MODERATE
Managing attendance policy	1	No	2	MODERATE
Under performance policy (proposed)	1, 2	No	2	MODERATE
Flexible working policy (proposed)	1, 2, 3	No	2	MODERATE
Probation policy	1	No	0	LOW
Contract of employment	1	No	0	LOW
Terms and Conditions of Service	1	No	0	LOW
Age Retirement policy	1, 2	No	0	LOW
Pay policy	1, 2, 3	No	1	LOW
Special leave policy (proposed)	1	No	1	LOW
CRB Policy (employees)	None	No	0	LOW

Function, policy or practice	Questions to ask in assessing the relevance of functions and policies			
	Relevant aspects of the general duty (e.g. 1, 2, 3) Refer to key above for codes	Is there evidence to suggest that people from different racial groups are differently affected in this area? Yes / No (give reasons if applicable)	Degree of relevance to general duty: 0. None 1. A little 2. Some 3. A lot	Priority: High Moderate Low
Induction procedure	1, 2, 3	No	0	LOW
Health and safety policy	None	No	0	LOW
Occupational health policy	None	No	0	LOW
Driving policy (forthcoming)	None	No	0	LOW
Well-being policy (forthcoming)	None	No	0	LOW
Lone-working policy (proposed)	None	No	0	LOW
Corporate Services				
Translation policy	1, 2, 3	Yes – may require translation for additional languages	2	MODERATE
Records retention policy and schedule	None	No	0	LOW
CRB Policy (non Estyn employees)	None	No	0	LOW
Data protection and freedom of information policy	1	Yes – may require information in alternative languages to enable access to procedure	1	LOW
Welsh language scheme	None	No	0	LOW
Access				
Communications strategy (proposed)	1, 2, 3	No	3	HIGH
Feedback & complaints procedure	1, 2, 3	Yes – may require information in alternative languages to enable access to procedure	3	HIGH
Publication and accessibility of Annual reports: - Corporate plan - Annual board report	1, 2, 3	Yes – may require information in alternative languages to enable access	3	HIGH

Function, policy or practice	Questions to ask in assessing the relevance of functions and policies			
	Relevant aspects of the general duty (e.g. 1, 2, 3) Refer to key above for codes	Is there evidence to suggest that people from different racial groups are differently affected in this area? Yes / No (give reasons if applicable)	Degree of relevance to general duty: 0. None 1. A little 2. Some 3. A lot	Priority: High Moderate Low
Publication scheme	1, 2, 3	Yes – may require information in alternative languages to enable access	3	HIGH
Consultation practice	1, 2, 3	Yes – may require information in alternative languages to enable access or have specific needs with regards to how they are consulted to facilitate participation	3	HIGH
Publicity and press notices	1, 2, 3	Yes – may require information in alternative languages	2	MODERATE
Planning, Finance and Facilities				
ICT strategy	1, 2, 3	No	2	MODERATE
Procurement procedures	1, 2, 3	No	2	MODERATE
Use of internet and e-mail policy	None	No	0	LOW
Travel & subsistence policy	None	No	0	LOW
Accommodation services & managing events	1, 2	No	0	LOW
Environmental policy	None	No	0	LOW
Audit strategy	None	No	0	LOW
Sustainable development policy	None	No	0	LOW
Mobile phone policy	None	No	0	LOW
Security guidance	None	No	0	LOW
ICT System security policy	None	No	0	LOW

Annex C: The common inspection framework

The common inspection framework for education and training in Wales centres on seven key questions that apply to the provider(s) as a whole, as well as to any aspects of their work such as areas of learning, subjects, courses and programmes. The key questions are as follows.

Standards

1 How well do learners achieve?

Here we judge the outcomes in terms of standards for all learners, regardless of their social, ethnic or linguistic background and the extent to which all learners demonstrate an awareness of equal opportunities issues and a respect for diversity within society. In addition we ask our inspectors to note if there are any groups, such as learners from a particular ethnic background, where there is evidence of underachievement.

The quality of education and training

2 How effective are teaching, training and assessment?

Here we judge whether teaching ensures that all groups, regardless of their background, are receiving appropriate teaching that is targeted at their needs, aptitudes and abilities. In particular we ask whether the teaching takes into account the language needs of all learners. We also ask whether teaching treats all learners equally, regardless of their race, gender or disability.

3 How well do the learning experiences meet the needs and interests of learners and the wider community?

Here we judge whether the curriculum meets the diverse needs of all learners, including those for whom English or Welsh is an additional language.

4 How well are learners cared for, guided and supported?

We ask whether or not there is good provision for equal opportunities and judge whether or not the provider is promoting equality and challenging stereotypes in learners' choices and expectations.

Leadership and management

5 How effective are leadership and strategic management?

6 How well do leaders and managers evaluate and improve quality and standards?

We report here on the extent to which management and leadership ensure that the provision has explicit aims and values that promote equality for all.

7 How efficient are leaders and managers in using resources?

We look at the adequacy, suitability and use made of staffing, learning resources and accommodation, including access for all learners.

**Race Equality Scheme Action Plan:
1 June 2008 – 31 May 2011**

Annex D: Race Equality Scheme Action Plan: June 2008 – May 2011

YEAR ONE: June 2008 – May 2009				
Ref.	Action	Responsibility	Timescale	Success Criteria
1.01	Publish 2007/08 equality monitoring report	Human Resources	By 31 July 2008	Equality monitoring report published
1.02	Develop timetable for reviewing and impact assessment of non-inspection issues as they refer to the general duties and identify owners of tasks	Human Resources, Corporate Services and Planning, Finance and Facilities Branches	By 31 August 2008	Timetable for review completed and action minuted
1.03	Include race equality issues in education and training in Wales in HMCI Annual Report 2007-08 (if appropriate)	Inspection Directorates	By 31 August 2008	Race equality issues in education and training in Wales highlighted in HMCI Annual Report (if appropriate)
1.04	Develop guidance on impact assessment for policy makers and those responsible for service delivery and provide training in using the guidance for appropriate staff	Human Resources	By 30 September 2008	Guidance available to policy makers and those responsible for service delivery. Policy makers and those responsible for service delivery are able to conduct effective impact assessments
1.05	Consider equality monitoring: in future stakeholder surveys; when reviewing complaints; and of additional, registered and team inspectors.	Equality and Diversity Officer and Corporate Services Branch	By 31 December 2008	Ability to identify any areas of under-representation in our service delivery, ensure we are engaging a cross-section of stakeholders and monitor the diversity of our contracted inspectors.
1.06	Estyn 2010 Project – Develop new inspection arrangements for the new inspection cycle in 2010 taking into account the views of stakeholders and citizens in Wales and ensure race equality duty requirements are considered in design of new inspection arrangements	Estyn 2010 Consultation Project Team and Board	Ongoing	Continued staff involvement and consultation with stakeholders and citizens and the implementation of new inspection arrangements which meet the needs of learners in Wales. New inspection system incorporates race equality duty requirements
1.07	Review obligations under the proposed Equality Bill and consider its impact on our Race equality scheme or single equality scheme (as appropriate)	Human Resources	By 30 April 2009 (if draft proposals have been issued by the Government)	Review completed and action minuted

**Race Equality Scheme Action Plan:
1 June 2008 – 31 May 2011**

YEAR ONE: June 2008 – May 2009				
Ref.	Action	Responsibility	Timescale	Success Criteria
1.08	Assess Welsh Assembly Government remit 2009-10 for relevance to general duty and ensure race equality is considered in the work/advice where appropriate	Inspection Directorates	April 2009	Relevant remit work identified and Equality and Diversity Officer notified
1.09	Undertake 2008/9 equality monitoring survey for staff	Human Resources	By 31 May 2009	Equality monitoring survey completed
1.10	Consider organising diversity training for staff in 2009	Human Resources Team	By 31 May 2009	Diversity training planned for all staff (if appropriate)
1.11	Impact assess functions, policies and practices in accordance with timetable (1.02) and implement recommendations from impact assessment reports	Owner of task as identified in timetable	Ongoing to 31 May 2011	All new and proposed functions, policies and practices are impact assessed for race equality and adhere to legal requirements. Ensure procedures do not impact adversely on our customers and stakeholders
1.12	Review race equality scheme Action Plan quarterly to monitor and report progress	Equality and Diversity Officer	Quarterly August/ November/ February/May	Ensure actions are ongoing and completed to deadlines and Action Plan updated
1.13	Produce annual report on progress of race equality scheme	Equality and Diversity Officer	Begin 31 May 2009 to be published in July 2009	Annual report on progress towards race equality published

**Race Equality Scheme Action Plan:
1 June 2008 – 31 May 2011**

YEAR TWO: June 2009 – May 2010				
Ref.	Action	Responsibility	Timescale	Success Criteria
2.01	Review timetable for reviewing and impact assessment of non-inspection issues as they refer to the general duties and review owners of tasks	Human Resources, Corporate Services and Planning, Finance and Facilities Branches	30 June 2009	Review of timetable completed and timetable updated if applicable and action minuted
2.02	Review results of 2008/09 equality monitoring survey for staff, recruitment and training and look to identify strengths and areas for improvement and publish 2008/09 equality monitoring report	Human Resources	By 31 July 2009	Review completed and action minuted. Equality monitoring report published.
2.03	Include race equality issues in education and training in Wales in HMCI Annual report 2008-09 (if appropriate)	Inspection Directorates	By 31 August 2009	Race equality issues in education and training in Wales highlighted in HMCI Annual Report (if appropriate)
2.04	Review assessment & scoring of functions, policies and practices of relevance to the general duty to ensure new functions, policies and practices are included	Equality and Diversity Officer	October 2009	Review completed and action minuted
2.05	Review and impact assess new inspection arrangements to ensure current and draft frameworks for inspection, inspection guidance, handbooks and documentation as it refers to general duty and review owners of tasks	Estyn 2010 Project Team and Board	Ongoing in line with development of new inspection arrangements	Review and impact assessment of new inspection arrangements completed and action documented
2.06	Review training of peer assessor, additional inspectors, registered inspectors, associate assessors, lay inspectors and team inspectors, with regard to the general duty	Inspection Directorates	To be determined in line with development of new inspection arrangements	Review completed and action minuted
2.07	Impact assess functions, policies and practices in according to timetable (2.01) and implement recommendations from impact assessment reports	Owner of task identified in timetable	Ongoing to 31 May 2011	All functions, policies and practices assessed for impact on race equality and adhere to the requirements of legislation. Ensure procedures do not impact adversely on our customers and stakeholders
2.08	Undertake 2009/10 equality monitoring survey for staff	Human Resources	By 31 March 2010	Equality monitoring survey completed

**Race Equality Scheme Action Plan:
1 June 2008 – 31 May 2011**

YEAR TWO: June 2009 – May 2010				
Ref.	Action	Responsibility	Timescale	Success Criteria
2.09	Assess Welsh Assembly Government remit 2010-11 for relevance to general duty and ensure race equality is considered in the work/advice where appropriate	Inspection Directorates	April 2010	Relevant remit work identified and Equality and Diversity Officer notified
2.10	Review race equality scheme Action Plan quarterly to monitor and report progress	Equality and Diversity Officer	Quarterly August/ November/ February/May	Ensure actions are ongoing and completed to deadlines and Action Plan updated
2.11	Produce annual report on progress of race equality scheme	Equality and Diversity Officer	Begin 31 May 2010 to be published in July 2010	Annual report on progress towards race equality published

**Race Equality Scheme Action Plan:
1 June 2008 – 31 May 2011**

YEAR THREE: June 2010 – May 2011				
Ref.	Action	Responsibility	Timescale	Success Criteria
3.01	Review timetable for reviewing and impact assessment of non-inspection issues as they refer to the general and specific duties and review owners of tasks	Human Resources, Corporate Services and Planning, Finance and Facilities Branches	30 June 2010	Review of timetable completed and timetable updated if applicable and action minuted
3.02	Review results of 2009/10 equality monitoring survey for staff, recruitment and training and look to identify strengths and areas for improvement and publish 2009/10 equality monitoring report	Human Resources	By 31 July 2010	Review completed and action minuted. Equality monitoring report published.
3.03	Include race equality issues in education and training in Wales in HMCI Annual report 2009-10 (if appropriate)	Inspection Directorates	By 31 August 2010	Race equality issues in education and training in Wales highlighted in HMCI Annual Report (if appropriate)
3.04	Impact assess functions, policies and practices in according to timetable (3.01) and implement recommendations from impact assessment reports	Owner of task as identified in timetable	Ongoing to 31 May 2011	All new and proposed functions, policies and practices are impact assessed for race equality and adhere to legal requirements. Ensure procedures do not impact adversely on our customers and stakeholders
3.05	Undertake 2010/11 equality monitoring survey for staff	Human Resources	By 31 March 2011	Equality monitoring survey completed
3.06	Assess Welsh Assembly Government remit 2011-12 for relevance to general duty and ensure race equality is considered in the work/advice where appropriate	Inspection Directorates	April 2011	Relevant remit work identified and Equality and Diversity Officer notified
3.07	Review race equality scheme Action Plan quarterly to monitor and report progress	Equality and Diversity Officer	Quarterly August/ November/ February/May	Ensure actions are ongoing and completed to deadlines and Action Plan updated.
3.08	Formal review of race equality scheme	Equality and Diversity Officer	By 31 May 2011	Formal review of scheme completed in consultation with staff, and stakeholders. New scheme and priorities set for next three years.