

HM INSPECTORATE OF EDUCATION

RACE EQUALITY SCHEME 2005-2008

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1. Introduction

HM Inspectorate of Education is strongly committed to promoting race equality in the way that we go about performing our role within Scottish education. Scottish society reflects cultural, ethnic, religious and linguistic diversity and Scottish education should be accessible to all. No-one should be disadvantaged or excluded because of their ethnic background or their cultural or religious identity. We live in one Scotland with many cultures. With that very much in mind, we will continue to identify and promote good practice that enables young people to develop positive values and active citizenship for life in a multicultural and multiracial Scotland.

We recognise that education has a key role to play in developing a coherent national approach to addressing race equality issues and eliminating racial discrimination. In managing our own organisation and in carrying out our programme of inspections and reviews, we aim to maximise the contribution that we can make to ensuring equality and fairness for all.

This race equality scheme is designed to demonstrate how HMIE is putting into practice our commitment to the promotion of race equality and how, in particular, we intend to address the statutory duties under the Race Relations (Amendment) Act 2000. It is an 'Associate Scheme' that operates within the general context of the Scottish Executive's corporate Race Equality scheme.

(available at <http://www.scotland.gov.uk/Topics/People/Equality/18934/15832>).

As an agency within the Executive, HMIE subscribes fully to the Executive's over-arching corporate scheme as it applies across the corporate body of the Executive. Appropriate cross references are made throughout this document to indicate where direct links apply.

HMIE is a member of the Scottish Executive's Race Equality Scheme Implementation Steering Group which comprises representatives of Executive departments and some agencies. It is also a member of the Race Equality Audit and Inspection group. This group is chaired jointly by the Scottish Executive and the Commission for Racial Equality. This group will; consider how compliance with the statutory duty may be built into existing audit and inspection processes, meet on a quarterly basis to share information on best practice, and encompass other equality strands, such as disability and gender.

2. Who we are and what we do

Her Majesty's Inspectorate of Education in Scotland (HMIE) is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act (1998). As an Executive Agency, we operate independently and impartially whilst remaining directly accountable to the Scottish Ministers for the standards of our work. This status guarantees the independence of inspection, review and reporting within the overall context of the Scottish Ministers' strategic objectives for the education system.

Our core objective is to:

to promote sustainable improvements in standards, quality and achievements for all learners in a Scottish education system which is inclusive.

Working in partnership, HMIE seeks to ensure that:

- children, young people and adults in Scotland become successful learners, confident individuals, active citizens and effective contributors in the work place and community;

and, that in pursuing that objective,

- providers of education and children's services in Scotland ensure that children and young people are safe, nurtured, achieving, healthy, active, included, respected and responsible.

3. Our aims and values

We will work towards the achievement of our core objective, often in partnership with other inspectorates by:

- always putting learners' needs and desired outcomes for them at the forefront, and accounting rigorously and clearly to them, their families, Ministers and the people of Scotland on the quality of education, well-being and care experienced;

- providing independent, rigorous, authoritative and relevant evaluations, advice and reports, based on first hand knowledge of the experiences and achievements of learners and the provision made for them;
- celebrating and promoting good practice and providing well-balanced challenge and support to the establishments and services we inspect and review, responding proportionately to their needs;
- working with establishments, services, their partners and other organisations, to increase their capacity to improve through rigorous self-evaluation and well-targeted support;
- providing clear, authoritative, professional advice for Ministers, the Executive and others which is firmly rooted in high quality analysis of the evidence we gather through inspection;
- increasing the capacity of HMIE to evaluate provision to meet the wider needs of children and young people through extending its base of expertise and staff development.

HMIE is committed to operating in accordance with the following statement of core values. We will exemplify the values of integrity, honesty, objectivity and impartiality and ensure that our activities are:

- independent;
- responsive;
- fair; and
- open.

These values are absolutely consistent with the strong, positive stance that HMIE seeks to take in respect to countering discrimination and promoting equal opportunity. Over the last few years, we have continued to develop our practices to make promoting race equality an integral part of its functions. We are fully committed to the aim of the Race Relations (Amendment) Act 2000 to mainstream consideration of race equality into our policy making, service delivery and employment practice.

4. Our duties under the Race Relations (Amendment) Act 2000

The Race Relations (Amendment) Act 2000 places a general duty on public bodies, including HMIE, to promote race equality. We will carry out all of our functions with regard to this duty and we aim to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

HMIE is also subject to an additional set of specific duties that was set out for a range of key public authorities. These specific duties require us to publish a Race Equality Scheme which sets out our arrangements for meeting our duty by:

- assessing and consulting on the likely impact of our proposed policies on the promotion of race equality;
- monitoring our policies for any adverse impact on the promotion of race equality;
- publishing the results of these assessments, consultation and monitoring activities;
- ensuring public access to our information and services; and
- training staff in relation to our duties.

5. Audit of functions and policies

HMIE completed Scottish Executive assessment grids (available on request) designed to assist us in:

- determining which of our policies and functions have relevance to the general duty;
- assessing their impact on race equality;
- identifying areas for development; and
- prioritising future areas for action.

This audit showed that all of our main functions have relevance to the general duty. The following priorities for action were formulated in response to the findings of the audit.

Within the corporate structure of HMIE, Directorate 1 has overall responsibility for ensuring that reviews are carried out and will report annually on progress to HMCI and HMIE Management Board.

6. Leadership

HMIE aims to give strong leadership in vigorously addressing issues of race equality in how we manage our own organisation and in the way that we engage with educational establishments, children's services and providers across the various sectors of education. We believe that it is vital that all members of the educational community give a strong lead on this issue in the contexts within which they operate, especially where they can also influence the practice of others.

The following sections demonstrate what we are doing already to take forward this agenda, including steps that we have taken to raise the profile of race equality issues in processes of evaluation and self-evaluation of educational provision in Scotland. They also show how we aim to further improve our policies and procedures to enhance the impact that we are making on key issues.

To demonstrate our commitment to this agenda, and to highlight the importance that we attach to it in the context of our own work and in evaluating the work of others, we will actively publicise our Race Equality Scheme through our website. We will also place the issue of race equality, and how it is being taken forward by all of the partners in Scottish education, on the agendas of regular liaison meetings that we have with such groups. In addition we will review, appraise and publish our race equality scheme every three years.

7. Priorities for action

Inspecting and reporting on the quality of education in schools

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

Every school inspection includes:

- analysis of information on the school's response to racial incidents, the number and nature of any incidents and the level of staff guidance and training in respect of dealing with racial discrimination;
- evaluation of the quality of the school's provision to promote and ensure equality and fairness;
- surveys of the opinions of a sample of parents, pupils and all staff on aspects of school life including issues relating to equality of opportunity and fair treatment; and
- the publication of a written report on the quality of the school's provision including information on how effective the school has been in promoting and ensuring equality and fairness.

Following an inspection, we monitor and assess the impact of our inspection functions and policies by surveying the opinions of the school, reporting officer in charge of the inspection, associate assessors and lay members involved in the inspection team. In addition, we introduced racial group identification requests into all school post-inspection questionnaires from August 2004 to increase our monitoring of the impact of inspections on schools.

What we are going to do next:

Directorates 1, 2 and 3 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|------------------|
| <ul style="list-style-type: none"> • Continue to review procedures and guidance on the inspection of schools to ensure that there is appropriate focus on evaluating and reporting on race equality issues. | Annually |
| <ul style="list-style-type: none"> • Ensure that the revision of <i>How good is our school</i> takes appropriate account of race equality. | By March 2006 |
| <ul style="list-style-type: none"> • Improve our approaches to monitoring by introducing racial group identification requests into our range of pre-inspection questionnaires. | By June 2006 |

| | |
|---|--------------|
| <ul style="list-style-type: none"> Further develop the ways in which we assess the impact of our policies and practices by responding to consultations with colleagues and appropriate groups, including teachers. | Ongoing |
| <ul style="list-style-type: none"> Explore the potential for gaining feedback on our inspections from specific racial groups by commissioning an independent body to pilot alternative methods of consultation. | By June 2006 |

Reviewing Further Education colleges

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

In reviews of Further Education colleges, inspectors investigate, evaluate and report on the effectiveness of colleges' approaches to eliminating unlawful racial discrimination, promoting equality of opportunity and promoting good relations between racial groups. We also promote good practice through national conferences, and we have made available to College staff handbooks that we produce for FE college inspection teams, which include guidance on evaluating the effectiveness of their approaches to promoting equality of opportunity. In addition, we undertook a specific review of how effectively issues of race equality were being addressed in Further Education Colleges across Scotland. We published an aspect report on Race Equality in Further Education which included examples of good practice in this area.

What we are going to do next:

Directorate 4 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|------------------|
| <ul style="list-style-type: none"> Regularly review procedures and guidance on the review of FE colleges to ensure that there is appropriate focus on evaluating and reporting on race equality issues. | Annually |
| <ul style="list-style-type: none"> Review procedures and guidance, with explicit references about race equality issues to be made in B1 and B2 sections of college reviewer handbook. | By December 2005 |
| <ul style="list-style-type: none"> Agree expectations in college reviewer workshop groups at the AA, AI and HMI training event. | By December 2005 |

| | |
|---|---------|
| <ul style="list-style-type: none"> Monitor progress made by colleges through college HMI meetings. | Ongoing |
|---|---------|

Inspecting and reporting on the quality of provision for community learning and development

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

In inspections of community learning and development, inspectors evaluate and report on the effectiveness of approaches to promoting equality of opportunity. This includes attention to issues of race equality. We publish a written report which includes comment on how effectively issues of equality and fairness are being addressed. We have also recently published the quality indicators that we use in our inspections to encourage self-evaluation by providers of community learning and development.

What we are going to do next:

Directorate 5 will have the responsibility for reviewing and reporting on the progress of the following actions

| Action | Timescale |
|---|------------|
| <ul style="list-style-type: none"> Regularly review procedures and guidance on the inspection of community learning and development to ensure that there is appropriate focus on evaluating and reporting on race equality issues. | Annually |
| <ul style="list-style-type: none"> Ensure that race equality issues are given appropriate prominence within forthcoming <i>How good is our community learning and development?</i> self-evaluation guide. | April 2006 |

Inspecting and reporting on the effectiveness of local authorities in managing and improving educational provision in their areas

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

In inspections of education authorities, inspectors evaluate and report on the effectiveness of education authorities' approaches to promoting equality of opportunity. We publish the quality indicators and framework that we use for these inspections and encourage education authorities to make use of them in their own processes of self-evaluation.

What we are going to do next:

Directorate 5 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|------------|
| <ul style="list-style-type: none">Ensure that race equality issues are given appropriate prominence within forthcoming self-evaluation guide for local authorities. | April 2006 |
| <ul style="list-style-type: none">Review procedures and guidance on the inspection of education authorities to ensure that there is appropriate focus on evaluating and reporting on race equality issues. | Annually |

Inspecting and reporting on the quality of provision made in pre-school centres, including nursery schools and units:

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

HMIE are in the process of developing a new framework for integrated inspection of pre-school provision in partnership with the Care Commission.

What we are going to do next:

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|---|-------------|
| Ensure appropriate attention to issues of race equality when developing the new framework for the inspection of pre-school provision with the Care Commission | Autumn 2006 |

Publishing advice on processes for self-evaluation and improvement and associated quality indicators

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

HMIE published a national framework for the evaluation of school performance in ‘*How good is our school?*’ This provides a self-evaluation toolkit for schools. It includes a quality indicator on equality and fairness to help schools evaluate how effectively they address issues including race equality. We have published ‘*A Route to Equality and Fairness*’, in partnership with South Ayrshire Council, to provide additional guidance for schools in carrying out a specific audit of equality and fairness issues. In March 2005, we published *Promoting Race Equality: Making it Happen* which gave examples of effective practice in promoting race equality and a specific audit guide for schools on evaluating their approaches to promoting race equality. also In addition, we have published a national framework for the inspection of community learning and development in ‘*How good is our community learning and development?*’ which includes attention to equality issues.

What we are going to do next:

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|-----------|
| <ul style="list-style-type: none"> Review advice on evaluating race equality issues in the school sector, taking account of developments in legislation, national guidance and best practice. | Annually |

Inspecting and reporting on the quality of provision for children’s services and child protection

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

The multi-disciplinary services for children unit based within HMIE have already undertaken pilot inspections of child protection services. In developing this aspect of inspecting and reporting, and working in partnership with other agencies and inspectorates, we will ensure

that appropriate attention is paid to race equality issues. In the pilot inspections of child protection suitable emphasis was placed on race equality by asking the question ‘How effective is the help children and young people get when they need it?’ Children and young people or family members for whom English was not their first language were helped to understand what was happening to them and to communicate with professionals.

What we are going to do next:

The Services for Children Unit will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|-----------|
| <ul style="list-style-type: none"> Ensure that procedures and guidance on the inspection of services for children have an appropriate focus on evaluating and reporting on race equality. | Ongoing |

Providing professional advice to the Scottish Ministers, Scottish Executive Education Department, Scottish Enterprise, Transport and Lifelong Learning Department and others on educational matters

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

What we already do:

HMIE provide advice, as requested, on matters relating to race equality in education.

What we are going to do next:

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|-----------|
| <ul style="list-style-type: none"> Continue to provide Ministers, SEED, SEETLLD and others with professional advice relating to race equality in education. | Ongoing |
| <ul style="list-style-type: none"> Continue to build a broad base of knowledge of race equality issues through thematic tasks and through our routine inspection and review programmes. | Ongoing |

8. Recruitment and management of staff

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

HMIE is an agency related to the Scottish Executive. Employment of permanent staff is administered and managed by the Scottish Executive. Under the specific duty on employment, which involves the monitoring of existing staff and applicants for jobs, promotion and training by their racial group, HMIE is included in the Scottish Executive's Collective Employment Monitoring Scheme. The Scottish Executive is subject to the specific duty on employment. This is set out in articles 5 (1), 5 (2) and 5 (3) of the Race Relations (Amendment) Act 2000 which states that employers must monitor, by racial group, the numbers of:

- staff in post;
- applicants for employment, training and promotion;
- staff who benefit or suffer detriment as a result of performance management procedures;
- staff involved in grievance procedures;
- staff subject to disciplinary procedures; and
- staff who cease employment with us.

The results of monitoring must be published annually.

Whilst HMIE is not in itself subject to the specific duty on employment, we reflect the Scottish Executive's corporate approach to promoting race equality as a responsible employer as follows.

What we already do:

HMIE is fully committed to implementing Scottish Executive policy on equal opportunities which states that all staff should be treated equally irrespective of their sex, marital status, age, race, ethnic origin, sexual orientation, disability or religion. We are committed to ensuring that this applies to all HMIE staff and to the recruitment and management of Associate Assessors and Lay Members who work for us on a part-time or temporary basis. We aim to be an organisation which is effective, broadly representative of the communities it serves, values the contribution of all its people and is committed to equality of opportunity. In doing so, we welcome applications from all suitably qualified individuals and aim to employ a diverse workforce, which reflects the people of Scotland.

What we are going to do next:

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|--|-----------|
| <ul style="list-style-type: none">Fully comply with the arrangements made within the Scottish Executive Collective Employment Monitoring Scheme, as determined by Scottish Executive Race Equality Scheme. | Ongoing |
| <ul style="list-style-type: none">Continue to take active steps to recruit Associate Assessors and Lay Members from diverse backgrounds. | Ongoing |

9. Training

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

HMIE is committed to increasing the diversity of staff within the organisation. We will develop all our staff ignoring all irrelevant differences in their management and development. Furthermore we will positively value the different perspectives and skills of all staff and make full use of these in our work.

What we already do:

HM Inspectors undertook training on diversity awareness organised on a corporate basis by the Scottish Executive.

HMIE National Specialist for Race Equality Issues prepared and delivered a programme of race equality training as follows.

- HM Inspectors inspecting in the school sector and education authorities continue to complete annual training sessions relating to tackling discrimination, the Race Relations Amendment Act(2000) and its implications for HMIE and education, and the evaluation of race equality within the inspection process.
- HM Inspectors inspecting in further education and in community learning and development continue to complete annual training sessions relating to tackling discrimination and the implications of the Race Relations Amendment Act (2000) for HMIE and education.
- Associate Assessors inspecting in the school sector continue to complete annual training sessions relating to tackling discrimination, the implications of the Race Relations Amendment Act (2000) for HMIE and education, and the evaluation of race equality within the inspection process.

- Lay Members involved in school inspections have undertaken three training sessions relating to awareness of race equality issues in schools and RRAA (2000) and the implications of this legislation for the lay member role in inspections.
- Administrative and support staff have completed one training session on diversity and promoting race equality.

What we are going to do next

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|---|-----------|
| <ul style="list-style-type: none"> • Provide further training for all members of inspection teams on improved approaches to promoting race equality in the inspection process. | Annual |
| <ul style="list-style-type: none"> • Promote and provide further training for administrative and support staff in diversity and equality issues, including race equality. | Ongoing |

10. Procuring resources and services

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

In carrying out its functions, HMIE enters into contracts or agreements with private companies from time to time. HMIE arrangements for procurement are discharged by the relevant department of the Scottish Executive. The Scottish Executive accepts that as a major contractor and procurer of services it has to ensure that those who are contracted by them do not compromise the duty to promote race equality and eradicate racism when carrying out work on our behalf. Those who are responsible for drawing up contracts and ensuring their compliance by contractors assess whether it will impact on our promotion of race equality. If it does, then consideration will be given to including in the contract provisions for preventing any action that might act against the Executive's ability to meet its obligations in this respect. To this end, in certain cases it might well be necessary for contractors to demonstrate that they have carried out a race equality impact assessment of the service they are contracted to provide on our behalf.

What we already do:

HMIE use the Scottish Executive standard contracts and suppliers and tendering process.

What we are going to do next:

Directorate 4 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|---|-----------|
| <ul style="list-style-type: none">Follow SE corporate guidance on procurement, as revised in the light of the Executive's corporate Race Equality Scheme. | Ongoing |

11. Arrangements for monitoring, assessing, consulting and publishing the impact of our policies

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

HMIE have clear, systematic approaches to quality assurance and continuous improvement.

What we already do:

The views of headteachers and staff from inspected schools are routinely gathered at the conclusions of inspections, together with those of the reporting officer, lay member and Associate Assessor. Similar information is gathered for all other HMIE inspections and reviews.

A systematic series of meetings is held with representatives of user groups for example: the Association of Directors of Education; the Headteachers' Association of Scotland; the Association of Headteachers in Scotland; the Educational Institute of Scotland; the Scottish Secondary Teachers Association; The Professional Association of Teachers; Scottish School Boards Association; and Scottish Parent Teacher Council. Independent research organisations are commissioned to carry out surveys of the impact of inspection in schools.

The HMIE Management Board with responsibility for overseeing the work of HMIE in Scotland, comprises senior managers and other key Inspectorate personnel and two external independent advisers. One of the external advisers is the Director of the Centre for Education for Racial Equality in Scotland.

HMIE publishes its Corporate Plan which sets out the strategic priorities and performance measures for HMIE. It provides the framework for a detailed Business Plan to inform and to provide a basis for judging our performance. We are working with the Quality Scotland Foundation to evaluate our activities against the European Foundation for Quality Management framework.

HMIE meet regularly with Commission for Racial Equality to discuss and evaluate our activities in promoting race equality.

What we are going to do next:

HMIE will follow Scottish Executive core policy on assessment, consultation, monitoring and publishing as set out in the Executive's Race equality Scheme (<http://www.scotland.gov.uk/Topics/People/Equality/18934/15832>)

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions

| Action | Timescale |
|--|------------------|
| <ul style="list-style-type: none">Assess our policies for their relevance to and impact on, the promotion of race equality every three years. | By November 2008 |
| <ul style="list-style-type: none">Assess our proposed policies for their relevance to, and impact on, the promotion of race equality. | Ongoing |
| <ul style="list-style-type: none">Monitor feedback from our range of questionnaires by ethnic group. | Ongoing |
| <ul style="list-style-type: none">Review our consultation approaches to ensure that the views of ethnic minority groups are represented adequately and action taken on their views. | Ongoing |
| <ul style="list-style-type: none">Continue to publish our Corporate Plan setting out the strategic priorities and performance measures for HMIE, including those relating to race quality. | Annually |

HMIE believes in accountability and transparency. In order to be efficient and cost effective, the results of assessment, consultation and monitoring will be published through existing publications, including the Corporate Plan, Annual Report and on the HMIE website at www.scotland.gov.uk/hmie.

12. Access to information and services

| | | |
|-----------------|---|---|
| Relevant duties | <i>eliminating unlawful racial discrimination</i> | √ |
| | <i>promoting equality of opportunity</i> | √ |
| | <i>promoting good relations between different racial groups</i> | √ |

In 2005, HMIE was awarded the Charter Mark for 'excellence in public service across all aspects of its work'. We are committed to efficient service and effective communication with the public. We recognise, however, that there is a risk that some sections of the public may have difficulty in accessing the information provided by HMIE.

These could include:

- members of ethnic minority groups, whose first language is not English as they may have difficulties with information provided only in English;
- people who may have difficulties with information in print, for example children and

young people or those with special needs.

What we already do:

We consider all requests to translate relevant publications into other languages and formats, and ensure that appropriate steps are taken to anticipate the need for translations, in consultations with establishments or services that we are inspecting.

What we are going to do next

Directorate 1 will have the responsibility for reviewing and reporting on the progress of the following actions.

| Action | Timescale |
|---|------------------|
| • Develop a written policy on translation of publications, with due regard to the policy of the Scottish Executive as detailed in its Race equality Scheme. | By June 2006 |

13. Dealing with complaints

HMIE has a formal complaints procedure, which covers consideration of any complaint about HMIE personnel or procedures not acting in accordance with the principles set out in this scheme. If someone does wish to make a complaint or raise an issue of concern about any aspect of our race equality scheme or its implementation then in the first instance this should be directed to Hazel Dewart at HMIE Business Management Unit, Denholm House, Almondvale Business Park, Almondvale Way, Livingstone EH54 6GA, tel:01506 600 265, or hazel.dewart@hmie.gov.uk

14. Concluding comment

The main purpose of this scheme is to make explicit the range of ways in which HMIE are taking action to combat racial discrimination and promote good race relations in society as whole. We believe that education has a vital role to play in creating a fairer and more just society for the future and we are determined to play our role in maximising its positive impact. We are also committed to promoting awareness and understanding of diversity more generally, both to ensure that the rights of all individuals are respected equally, and to promote the positive benefits and opportunities that valuing diversity can bring for us all. This scheme is written as a discrete document in order to make explicit the nature and extent of the action that we are taking, and to facilitate the monitoring of progress.

As the document itself indicates we are committed to ‘mainstreaming’ the consideration of race equality issues in everything that we do. As the implementation of this scheme progresses, we hope that the principles that underlie our approach will become increasingly embedded in the way that we go about all aspects of our work.

In all of our contacts with key stakeholders within the Scottish education system and beyond, we aim to model good practice and show leadership in promoting a strong, positive focus on race equality.

If you have any comments on our Race Equality Scheme you can send these to Hazel Dewart, Hazel Dewart at HMIE Business Management Unit, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA, tel:01506 600 265, or

hazel.dewart@hmie.gov.uk

15. Translation/Alternative Formats

If you would like a copy of HMIE's Race Equality Scheme, in a community language or alternative format e.g. Braille, please contact Hazel Dewart at HMIE – see contact details above.