

4. Education and Libraries

4.1 The Education and Libraries Equalities Scheme was published in Autumn 2004 - and is also available separately on the Council's Website - the Scheme follows.

Education and Libraries Equalities Scheme

For those who have seen the Earth from space, and for the hundreds and perhaps thousands more who will, the experience most certainly changes one's perspective - The things that we share in our world are far more valuable than those which divide us. Let us strive to make our world a beautiful mosaic - different people, different beliefs, different yearnings, different hopes, different dreams...but a common canvass...happiness and fulfilment.

.....From the contributions of Anne Frank, Donald Williams and Jimmy Carter

Contents

INTRODUCTION

SECTION 1

Aims and purpose

SECTION 2

Process for implementation

SECTION 3

Priorities and actions

SECTION 4

Supporting and contextual information

Available at <http://ezone.eastsussexcc.gov.uk/equalities> or in hard copy from the Equalities Adviser, Education and Libraries Department

Introduction

This Equalities Scheme provides the overarching framework for embedding the East Sussex County Council's Equalities Strategy and Equalities Scheme in all aspects of service delivery and employment within the Education and Libraries Department.

It supports the following plans:

- Education Development Plan and the top priorities of the Education and Libraries Department Key service targets/local priorities of the County Council
- The Public Service Agreement between ESCC and the Government Achievement of Equalities Standard three

It endorses the values, principles and standards that guide the Education and Libraries approach to equality.

It explains the commitments of Education and Libraries towards equality in its various roles as

- An employer
- A service provider
- A service procurer and partner
- A beacon for the community

It shows how Education and Libraries puts into effect statutory duties, which includes addressing the areas of assessment, consultation, monitoring, publishing and training. The first priorities for this scheme will be the implementation of the recent two key pieces of legislation:

- The Race Relations (Amendment) Act 2000
- The Special Educational Needs and Disability Act 2001

It will also encourage the support and implementation of:

- Every Child Matters', September 2003, and the resulting legislation in the Children Act 2004.

Future Development of the Scheme

This scheme is not static. Action plans will be updated annually and the scheme will be reviewed and modified as:

- New legislation and codes of practice are introduced
- We identify new priorities and extend good practice from promoting race
- And disability equality
- We develop our understanding of the needs of individuals, groups and
- Communities in East Sussex.

Section 1

Aims and purpose

Context

National guidance and legislation

Roles and responsibilities

Our commitment

Context

Education and Libraries works within the County Council's guidance and policies on diversity and equalities.

'East Sussex County Council recognises the diverse needs of our community and is committed to equality of opportunity and to promoting diversity in employment and service delivery for all.

We will challenge unlawful discrimination and encourage respect, understanding and dignity for everyone living and working in and visiting East Sussex. We do this through recruitment, training, pay and conditions for employees, design and delivery of service for customers, our influence in the community and through strategic planning and policy formation.'

East Sussex County Council Equalities and Diversity Policy Statement

This scheme is underpinned by Education and Libraries key principles on equalities:

- We are all of equal value.
- We seek to improve the access, participation, achievements and life chances of all.

We therefore...

- Foster warm, welcoming and respectful environments, that allow us to question and
- challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence.
- Recognise that there are similarities and differences between individuals and groups.
- Ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.
- Build on our similarities and are enriched by our differences and so promote understanding and learning between and towards others to create cohesive communities.

National guidance and legislation

Our Equalities Scheme sets out how we will meet our duties under all UK equalities legislation and national good practice recommendations, including the following:

The recommendations for public bodies by the Stephen Lawrence Inquiry Report 1999

This report gave a definition of racist crime and institutional racism, which were subsequently used to inform race related legislation and good practice guidelines. The need to have an Equalities scheme arises from the recommendations of this report.

The Race Relations Act 1976, The Race Relations Amendment Act 2000 and the subsequent Statutory Orders 2001

The Race Relations Amendment Act 2000 strengthened and extended the 1976 Race Relations Act by placing on all public authorities a new positive general duty to promote race equality and good race relations as well as outlawing racial discrimination in any of the authorities' functions. It covers not only employment but provision of goods, facilities and services.

Disability Discrimination Act (DDA) 1995 and Special Educational Needs Act (SENDA) 2001

The DDA makes it unlawful for public authorities to discriminate against disabled people in all of their functional areas – employment, provision of goods, facilities and services. The SENDA Act makes it unlawful for schools to discriminate against disabled pupils. This protection from discrimination covers every school and every aspect of school life including admissions, education and associated services and exclusions.

DDA – 2004 - Extended to impose a statutory obligation on all service providers to take reasonable steps to remove physical barriers to disabled people, or to provide service by other means

Children Act 2004

In September 2003, the Government published the Every Child Matters Green Paper alongside its formal response to the Victoria Climbiè Inquiry Report. The Green Paper proposed changes in policy and legislation in England to maximise opportunities and minimise risks for all children and young people, focusing services more effectively around the needs of children, young people and families.

The Act has been produced in the light of this paper and subsequent consultations and gives effect to the legislative proposals set out in the Green Paper to create clear accountability for children's services, to enable better joint working and to secure a better focus on safeguarding children. In particular, the Act places a duty on local authorities to make arrangements through which key agencies co-operate to improve the well being of children and young people and widen services' powers to pool budgets in support of this.

Importantly, our Equalities Scheme explicitly extends the scope of our commitment to all people covered by current and forthcoming equality legislation - this scope includes: race, culture, gender, disability, ability, sexual orientation, transgender, religion or belief and age.

The following list includes key legislation, which this scheme aims to address and respond to. Details of the complete legislative framework are available within Section 4 of this Scheme 'Supporting and Contextual Information', <http://ezone.eastsussexcc.gov.uk/equalities>

The Children Act 1989

Local Government Act 1966

Local Government Act 1988

The Human Rights Act 1998

United Nations Convention on the Rights of the Child

Equal Pay Act 1970

Sex Discrimination Act 1975 – Amended By The Sex Discrimination (Gender Reassignment) Regulations 1999

Age Of Consent For Gay Men 2001

Employment Equality (Sexual Orientation) Regulations 2003 and

The Employment Equality (Religion Or Belief) Regulations 2003

Protection From Harassment Act 1997

The Crime And Disorder Act 1998

NHS And Community Care Act 1990

National Immigration And Asylum Acts 1956 To 2004

Key forthcoming legislation

Age Discrimination 2006 – discrimination on the basis of age to become illegal
Roles and responsibilities of Education and Libraries

As an Employer

Education and Libraries with the Personnel and Change Team will work towards achieving an enhanced reputation as an equal opportunities employer. For this purpose it will ensure

- That all personnel functions ranging from the creation of posts to retirements are bias and prejudice free.
- Improved representation of minority groups at all staff levels by setting targets for redressing imbalances in employment patterns.
- Development of the potential of all staff, particularly where under-represented, by promoting activities such as:
 - Mentoring schemes
 - Shadowing schemes
 - Networking groups
 - Staff Forums

As a service provider

Education and Libraries will ensure that

- Each educational establishment has an appropriate policy for equality.
- All employment, professional development, training and support activities within these establishments are informed by, and actively promote, equality principles, perspectives and practices of Education and Libraries and ESCC in the larger context.
- Regular guidance and training is provided to schools and other educational establishments, and that all racist incidents, particularly in all LEA schools, are recorded, monitored and evaluated annually.
- It fulfils requirements in relation to the allocation of all diversity and equalities related grants, including DfES Standards Fund grants for the achievement of ethnic minority pupils, the achievement of pupils for whom English is an additional language and children of Traveller families.
- All our children, young people and adults are given every opportunity to participate fully in their learning and to achieve their potential.

As a partner with other organisations for providing services and procurer of services

Education and Libraries will ensure that

- Its position on equality is clear to all its suppliers/organisations with contracts, or seeking contracts, and partners and that they are informed by and promote the principles of equality as established by Education and Libraries and ESCC in the larger context.
- Suitably qualified minority-led businesses are encouraged to tender for the supply of goods or services and equal opportunity is provided to everybody to compete for contracts.

As a beacon for the local community on equality

Education and Libraries will promote equality in a way that

- The needs of minority groups are systematically built into funding and development planning of Education and Libraries.
- Its work and policies are seen as standard-setters on equality, leading to enhanced community cohesion.

In all the above roles Education and Libraries will ensure that complaints related to unfair treatment on the basis of prejudice are proactively addressed and clear messages are sent out on the Department's stance on tackling discrimination.

Our Commitment

Education and Libraries recognises the value and importance of promoting diversity and equality in enabling its vision and upholding its key principles. This is demonstrated by our work over 2003-2004 in the following key areas:

- Raising awareness and developing understanding of diversity and equality, particularly cultural diversity and race equality
- Embedding equalities issues into business planning
- Curriculum projects for schools, colleges and early years settings
- Responses to incidents, particularly race
- Data collection and analysis, from schools and also in employment across the Department
- New race equality guidance for schools
- New process for reporting racist incidents in schools
- Setting up a primary schools Equalities networking group
- Launching an equalities website on Ezone

We will continue to ensure that developing excellence in equality remains a priority for us as reflected by our commitments for 2004-2007:

- Sharing and securing commitment to this Equalities Scheme
- Restructuring the Education and Libraries Equalities Group
- Raising awareness and developing our understanding of the Special Educational Needs and Disability Act 2001 and Every Child Matters 2003
- Joint working and consultation across the Department, County Council, communities and service users (including young people)
- Provision of advice and training for all services and particularly our schools, colleges and early years settings on diversity, equality and inclusion issues
- Developing guidance and projects to support effective practice in equalities, e.g. curriculum projects for schools
- Ensuring all services and schools record and report racist incidents
- Targeted support for services and schools where policy and practice in promoting equalities is underdeveloped
- Supporting all services and schools in identifying and setting targets for individuals and groups vulnerable to underachievement, including LAC, Gypsies and Travellers and asylum seekers
- Sharing and disseminating good practice through Ezone, networking groups, training sessions and newsletters
- Support for staff from minority groups including BME backgrounds
- Ensuring our policies and practices are making a real difference to our employees, our communities, families, parents/carers, adult users and learners...and especially our young people.

Section 2

Process for implementation

Equalities groups

Impact assessments

Monitoring and review

Consultation

Communication and publication

Communications diagram

Training and professional development

Overview of implementation process

Concerns and complaints

Processes for consultation, monitoring, training, publication and complaint handling in line with the County Council's Equality Scheme
Arrangements for assessing compliance with Section 5 of the Race Relations Act (Statutory Duties) Order 2001, the Disability and SEN act 2001 and wider UK and European equalities legislation and standards.

Education and Libraries will assess for compliance of its statutory duties, including its processes for consultation, monitoring, training, publication and complaint handling in line with Section 5 of the Race Relations Act (Statutory Duties) Order 2001, the Disability and SEN Act 2001, wider UK and European equalities legislation and the County Council's Equality Scheme.

To demonstrate the priority being given to this commitment, Education and Libraries created a new post and appointed in September 2002 an Equalities Adviser. The Equalities Adviser is responsible for providing advice, guidance and support to all services and departments within Education and Libraries on policies, strategies and actions to implement issues of equality, diversity and inclusion.

Education and Libraries has recently revised its Equalities Group. The diagram below sets out the new structure for ensuring the effective implementation of this scheme and, therefore, the County Council's Equalities strategy and scheme.

Education and Libraries Equalities Groups Equalities Steering Group

- Oversees and monitors the equalities scheme
- Uses key data indicators to support monitoring and assessment
- Receives reports from the operational groups
- Recommends amendments and future actions

Representatives from Members, headteachers, SMT, SACRE, trade unions and identify representatives from voluntary and community groups and corporate colleagues. Meets Termly – receives reports from the Equalities Adviser on behalf of the operational group.

Satellite group 1

Focus groups for consultation on policy development:

- Schools' consultative groups
- Pupils and parents
- Voluntary and community groups, e.g. Sompriti, ESDA
- SACRE/Faith

Satellite group 3

Staff networking groups

E.g. BME group

Equalities Operational Group

- Implements equalities scheme across department
- Improves equalities practice in schools
- Reports on progress to the steering group

Lead officer – Equalities Adviser

Membership links to a network of identified officers in all services with lead responsibility for equalities e.g. Youth Service, Access to Education, PAL, Admissions, Libraries, Adult Ed, and Governor Services etc.

This e-group will receive the minutes from the above steering group. The recommendations or actions that accompany the minutes will require the Equalities Adviser to make arrangements to ensure those actions are met, e.g. convene meetings.

Satellite group 4

Secondary Schools Equality Group

Purpose: to raise the standard of equalities practice in secondary schools and also serve as a consultation group.

Satellite group 2

Primary Schools Equality Group

Purpose: to raise the standard of equalities practice in primary schools and also serve as a consultation group.

The role of the steering group is monitoring, assessing and reviewing the actions on equalities across Education and Libraries through:

- Monitoring and assessing the impact of functions and policies and reporting on a termly basis to Departmental Management Team and Senior Management Team within Education and Libraries
- Identifying priorities and actions
- Supporting and commissioning activities to deliver on these actions
- Researching and promoting good practice across Education and Libraries
- Carrying out an annual review of the Education and Libraries Equalities Scheme
- Reporting and publishing progress on the implementation of the Scheme

Education and Libraries understands that failure to implement its statutory duty in respect of its obligations under the Race Relations (Amendment) Act 2000 will result in legal proceedings being taken by the Commission for Racial Equality. Staff employed by Education and Libraries who do not apply consistently the principles of Equal Opportunities, as embodied in Education and Libraries' and the County Council's policies and practices, throughout the completion of their duties are subject to internal disciplinary procedures.

Impact Assessments

All services/teams identified as year 1 and year 2 priorities within the County Council Equalities scheme (see appendices) have carried out an equalities audit, which required assessing the impact of functions and policies on the promotion of equality of access, participation and outcomes.

The process for these impact assessments used the evaluation protocols and forms recommended by the corporate Equalities group at that time and support was provided from the Education Equalities Adviser and County Council Diversity Manager.

Services/teams engaged in evaluative processes (including surveys, policy scrutiny, data analysis and consultations) for the business-planning year 2002-2003, in order to identify any differential impact (positive/negative) for individuals and groups working for and using/not using their service.

This has been a learning process, and for many services/teams there was clear recognition that there was not the accurate data or information to utilise in order to identify actions to remove discrimination and promote equality. As Education and Libraries from Autumn 2002 has engaged in a concerted and consistent approach to develop the awareness and understanding of equalities for all its staff (see Training and Professional Development section below), so a commitment and clarity of purpose has emerged.

Following these impact assessments, services and teams identified actions on equalities to build into their business plans. These were collated by the Education Equalities Adviser and analysed before being forwarded to the County Council Diversity Manager. Many of these initial actions focused on setting up the systems or consultations that would enable equalities issues to be explored and monitored.

We are now in the position to clarify our approach, policy and practice for Education and Libraries, including our schools, colleges and early years settings, with the development of this Equalities scheme and action plan. It identifies across Education and Libraries all targets and actions to promote equalities.

Using this document we will continue to make progress in the quality of our impact assessments and these will be in line with corporate equalities activities, particularly the work of Social Services colleagues.

Monitoring and Review

As indicated above, monitoring and review of this Scheme will be carried out through the role of the Education Equalities Adviser and the Education and Libraries Equalities group. This group will utilise and analyse information and data collated by services within Education and Libraries and the County Council and also from external sources, for example labour force surveys, trade union findings, community views, and the Learning and Skills Council's and OfSTED reports. Where there is an identified gap in information to facilitate this process, this group can commission new evaluative procedures. The review will take account of any guidance and standards issued by the different equality and disability commissions relating to such reviews.

Through the Education and Libraries Equalities group, DMT and Senior Management Team, Education and Libraries will conduct a comprehensive review of this scheme within three years.

All monitoring and review of this scheme will be supported by the work of the corporate Equalities group. The corporate Equalities group reports on progress towards implementation of the Equalities Scheme to the Chief Officers Management Team (COMT) on a six-monthly basis.

Consultation

In consulting on any matter to which this scheme relates, Education and Libraries will identify individuals and groups (including schools and community groups such as Sompriti and BME Hastings Forum) with whom to consult. Consultation will ensure we obtain views, develop understanding of the issues, reflect our commitment and share our strategies. We will follow the guidance and codes of practice of the East Sussex Compact.

<http://www.eastsussex.gov.uk/community/partnerships/downloadcompact.htm>.

This may involve one-to-one meetings, focus groups, surveys, consultative panels, Internet discussions and other methodologies as may best suit the requirements of the group identified for consultation.

For example, prior to the development of Education and Libraries' new race equality guidance for schools, BME young people were consulted through two focus groups in 2002 and 2003. The sessions were facilitated with the support of Sompriti, and young people's views had a direct impact on actions, resulting in the race equality film 'One of Us' being produced by Education and Libraries in May 2004. Also, draft versions of the race equality guidance were circulated widely for consultation, including schools.

Education and Libraries will consider taking appropriate measures to ensure full participation in consultation meetings by considering issues such as the appropriateness of the venue, the time of day at which it is scheduled to take place, whether the venue is accessible by those with disabilities, how the meeting is to be run, use of appropriate language, and whether a signer and/or an interpreter is necessary.

Areas for consultation will be identified through the audit process and built into business plans and this scheme. Consultation exercises will be co-ordinated through the corporate Equalities group in order to ensure quality.

Communication and Publication

Education and Libraries will publish the results of its equality assessments and monitoring annually on review of this scheme and in support of the requirements of the County Council's Equalities strategy. This process will include sharing findings with the corporate Equalities group, which (as mentioned above under monitoring and review) reports to the Chief Officers Management Team on a six-

monthly basis. COMT monitors and reviews the implementation of the Council's commitment to the Equalities Scheme and ensures that progress is reported to Cabinet and the Council on a regular basis. Details will also be given of any functions and/or policies that have been altered to better achieve the promotion of equality of opportunity.

This material will be accessible on the Council's website www.eastsussex.gov.uk and also the Equalities website on Ezone (the East Sussex school information site) <http://ezone.eastsussexcc.gov.uk/equalities>
It will also be available in printed form and in accessible formats on request from: Shaila Sheikh, Equalities Adviser, ssheikh@cfbt.com, 01323 432220.

Education and Libraries is committed to effective communication for all individuals within the Department and also the community. The Education and Libraries Equalities group will consider the most effective means of communicating this scheme to relevant individuals and groups, including electronic versions and hard copies. It will where appropriate use existing communication such as team brief, the Equalities website on Ezone and the School Improvement Service Inclusion newsletter.

It recognises, however, that there is a risk that some individuals and sections of the community will not enjoy equality of opportunity in accessing information provided by Education and Libraries.

Information will be made available on request in accessible formats, including Braille and audiocassette and in minority languages, to meet the needs of those who are not fluent in English. Specific consideration will be given to how best to communicate information to young people and those with learning disabilities.

The Education and Libraries Equalities group, Education and Libraries SMT and the corporate Equalities group will approve the scheme. Following the approval of the scheme a copy will be sent to the Commission for Racial Equality to ensure the Council is meeting its duty under Section 71 of the Race Relations (Amendment) Act 2000 and Section 5 (1) (2) and (3) of the Race Relations Act (Statutory Duties) Order 2001 and other relevant bodies, as identified by statutory duties and the corporate Equalities strategy and scheme.

Education and Libraries will also ensure that the County Council press office receives up-to-date and accurate information on our policies and practices in equalities at appropriate times, for example at the launch of new materials and guidance for schools and also on request.

Training and Professional Development

Education and Libraries is conscious that effective communication and training will play a key role in promoting its vision and principles on equalities and ensuring the effective implementation of this scheme.

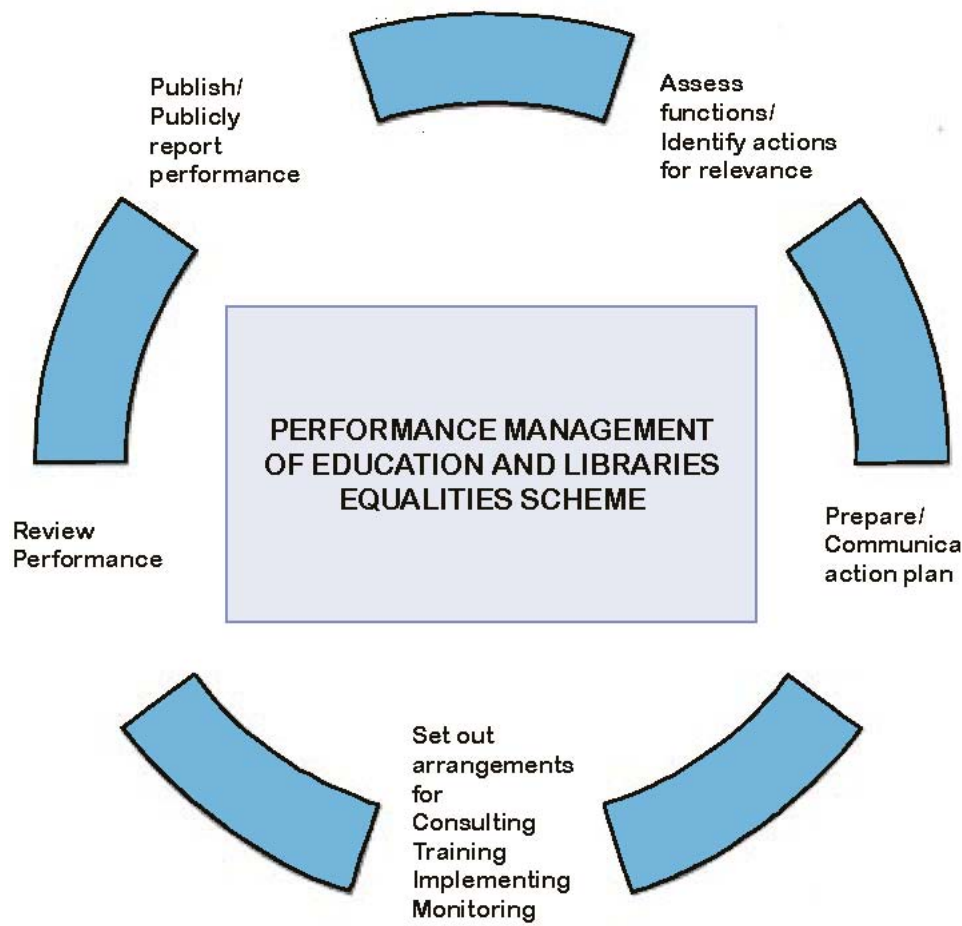
Reflecting the commitment of Education and Libraries to these issues, the Education and Libraries annual staff seminars (for all staff working centrally within Education and Libraries) have on the last two occasions (in 2002-2003 and 2003-2004) included staff awareness and development activities in equalities. Following the post-OfSTED action plan the focus has been on race equality. Education and Libraries has taken innovative steps to engage staff in what can be emotive or challenging issues through the use of theatre groups and film (i.e. the specially commissioned race equality film for East Sussex 'One of Us'). Furthermore in order to support the work of Education and Libraries and share good practice across other services the film was shown at the full County Council meeting in July 2004.

The action plan within this scheme will identify the training requirements of specific services and teams within Education and Libraries in order to enable their actions on equalities to be delivered.

Together with other services across the County Council, Education and Libraries continues to explore opportunities for staff professional development and training, such as the 'e-learning programme'.

For schools the training and professional development opportunities in diversity, equality and inclusion are reflected in the Education Development Plan and closely tied into the School Improvement Service Continuing Professional Development (CPD) strategy, policy and practices. There is, therefore, an ongoing programme of CPD opportunities for all staff working in schools, including governors, which can be accessed via the School Improvement Service (CfBT) website.

Overview of the process for implementing the equalities scheme



Concerns and Complaints

The following flow chart (see web version) outlines the processes and policies which can be used by our employees/users/members of the community to register concerns or complaints against any process/system/policy/individual in breach of this Equalities Scheme.

ESCC Schools record incidences in Racial Incidence Recording form. May fill in the East Sussex Racial Incidence Record form as well.

ROUTES OF SEEKING ASSISTANCE AND CONCERNS/COMPLAINTS PROCEDURES

Victim may seek counselling or a police case against perpetrator

Complaints go through each of the following offices if unresolved at the previous level:

Headteacher/Chair of Governor/ Complaints committee of Governors/East Sussex County Council complaints procedures/Secretary of State for Education and Skills or the local government ombudsman

Review/amendment of process/policy OR necessary action

Pan East Sussex Racist Incidence record form is used by the concerned agency to record incidence - mostly used by centrally based employees of the county council

Racial incidence Reporting and Recording Form

Concerns or complaints about Schools

Employee to report issue to appropriate manager

Formally pursue complaint through the formal grievance procedure

Matter is resolved through the grievance procedure

Grievance procedure. Dealing with process system/institutional sources of dissatisfaction

Confidential reporting (whistle blowing)

Recording any serious concern about any aspect of service provision or conduct of officers/members of the county council

Employees to contact appropriate officer

Appropriate response from county council to follow

Employees to report to line manager and appropriate incident form to be completed Employee/Police may initiate legal proceedings against offender

County Council to provide all support to employee through County Secretary, including formal warning letters and appropriate reviews

If the offender is a county council employee the disciplinary procedures will be invoked

Violence at work. Dealing with violence, abuse and threats to employees

Investigations and recommendations made by relevant officers/managers

Incidents to be recorded on the county council incident report form

Incident Record Book - basically associated with Health and Safety issues

1) Informal approach - resolving issues mutually

2) Formal procedure - formal analysis of complaint leading to disciplinary action as per order of discipline

Employee to contact appropriate officer and record details of each incident

Dignity at Work

Dealing with complaints for harassment and bullying

Employee counselled by staff counsellors or referred to external counsellors

Employees to contact staff welfare officer directly

Staff Welfare Service Short term supporting measure - Counselling to employees

**Section 3
Priorities**

Strategic objectives of the equalities scheme

Outcome measures

Expectations

Action plans

Available as a separate document and at

<http://ezone.eastsussexcc.gov.uk/equalities>

Including: accessibility strategy and disability equality action plan

Strategic Objectives of the Equalities Scheme

- To promote equality of access, participation and outcomes for all within Education and Libraries.
- To provide clear leadership and commitment on equality for our service providers and users, including parents/carers and children.
- To ensure all services within Education and Libraries, including schools, colleges and early years settings, fulfil their statutory responsibilities under equalities legislation.
- To support and implement actions on equality identified through our East Sussex Equalities Scheme and County Council Plan, including contributing to achieving Equalities Standard three for the County Council.
- To implement policies and processes that will ensure achievement of the priorities as identified in our Education Development Plan, specifically those of priority 5 (Motivated Learners) and 8 (Global Citizenship).
- To ensure all our children, young people and adult learners are given every opportunity to succeed and are better equipped for life in a culturally diverse society.

Outcome Measures (What outcomes Education and Libraries is expected to achieve in 2005)

- Improved educational attainment of learners from groups vulnerable to underachievement, including Gypsies, asylum seekers and Looked After Children.
- Reduction in the number of pupil days lost to education.
- All schools and support services circulated with new Education and Libraries race equality guidance, developing excellence in race equality in our schools' and provided with training opportunities for implementing this guidance.
- All schools recording and reporting racist incidents to Education and Libraries using new protocols in line with new guidance. Termly reports disseminated to schools and support services on findings.
- Improved recording and analysis of ethnic origin information on employment issues, including staff working within schools.
- Set up and facilitate a network group for staff from minority ethnic backgrounds in schools.
- Support provided for schools identified as having underdeveloped practice in promoting equality through SIS, OfSTED inspections and Governors' complaints procedures.
- Improve access to libraries for BME users and users with disabilities.
- Projects, events and training to promote understanding of diversity and equality are positively evaluated.

By 2007 Education and Libraries expects to

- Ensure the duties under RR(A)A 2000, DDA 1995 and SENDA 2001 are embedded in the policies and practices of all services including our schools, colleges and early years settings.
- Demonstrate the strongest possible leadership to our service users including all learners and our local communities in respect of challenging discrimination.
- Identify disparities in access, participation and attainment relevant to ensuring equality and implement actions based on our findings.
- Continue to provide a programme of high quality CPD opportunities for all staff.
- Initiate and support projects that promote respect for diversity and encourage schools in particular to create an inclusive curriculum.
- Exceed OfSTED (JRS 3.5, 5.1 and 5.7) Grade 2 criteria in the area of equality and inclusion.
- Contribute to the commitment of ESCC to achieve higher levels of the Equalities Standards.
- Ensure compliance with the statutory requirements of new legislation particularly with reference to children/young people and discrimination.

Section 4
Supporting and contextual information

- 1 Related plans of ESCC and the Education and Libraries Department
- 2 East Sussex Accessibility Strategy 2003-2005
- 3 Related East Sussex documents and guidance
- 4 Stephen Lawrence Inquiry Report - Main Findings
- 5 The complete legislative framework
- 6 Equalities standard three
- 7 OfSTED link inspection judgements
- 8 Responsible bodies

Available on Ezone, <http://ezone.eastsussexcc.gov.uk/equalities> or in hard copy from the Equalities Adviser, Education and Libraries Department