

Department: Education & Culture					Service: Access Section (Buildings & Development Service, Education Welfare Service, Pupil Service and Student Service.)					
Completed by: Gill Jamison - Head of Access (Acting) (name/position)				Date: Dec 03		Reviewed by: (name/position)			Date:	
Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?	What is the degree of relevance?		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference	
	A Contracted Out? Yes = Y No = N	B Written policy? Yes = Y No = N Other: <i>please specify</i>	C Delivered in Partnership? Yes = Y No = N	D Ethnically monitored? Yes = Y No = N		E Does the function, policy, procedure involve tenants/public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected.			G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.
<p>1. Firstly -list the function in bold text or underline</p> <p>2. Secondly -(If applicable) split each function into its separate component parts, i.e. policy, procedures, and underneath the function, complete a separate row for each policy/procedure related to the function</p>										
To provide, manage and maintain sufficient and suitable school provision within the Borough.	N	Y	N	Y	C	Yes In some areas of high birth rate there is pressure on school places.	3 Data on: 1 st preferences, numbers on roll, waiting lists, appeal figures	2	2	Service plan: continue to review provision of school places and plan appropriately

To allocate appropriate school places and to administer any resultant appeals / tribunals	N	Y	N	Y	C	Yes Language & communication issues	1	1	3	Service plan: monitor appeals by ethnic origin.
To conduct statutory assessments and to issue and review Statements of SEN.	N	Y	N	Y	C	Yes Language & cultural understanding of SEN.	1	2	3	Service plan: Analysis of data – statements / ethnic population.
To administer grants & loans to enable young people and adults to continue into education post-16.	N	Y	N	Y	C	Yes Literacy & language issues.	2	2	2	Service plan: Analysis of monitoring information.
To manage (& provide) the LEA's Home to School / College Transport Policy.	N	Y	Y Private sector.	N	C	N	0	0	4	-

To support schools in promoting the attendance and welfare of school-aged children and young people.	N	Y	Y GMP, & Social Services	Y	C	Yes Cultural practice and regard for attendance issues.	3	1	2	Service plan: Analysis of attendance data.
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Department: Education & Culture		Service: Early Years						
Completed by: Jackie Stubbs - Head of Early Years (name/position)		Date: Dec 03		Reviewed by: (name/position)		Date:		
X Function, Policy or procedure	General Information about function/policy/procedure		Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference

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Function										
Administration of Nursery Education Grant	N	Y	N	Y	B	Y (take up may not reflect population)	3 (termly Headcount)	1	2	Analysis of EM results
Function										
Children's Information Service Statement & Operation	N	Y	N	Y	C	Y (Literacy requirements)	1 (Enquiry monitoring)	0	3	Work with SS Local Programmes to ensure community awareness of service
Function										
Expansion and sustainability of childcare places	N	Y	Y	N	C	Y (more childcare exists in advantaged areas)	2 (Audit of provision on ward basis)	2	2	Focus on development is on disadvantaged areas
Function										

Recruitment campaign & training support strategy	N	Y	N	Y	C	Y (Most childcare workers are white female)	3 (Workforce audit, enquiry monitoring)	1	2	Focus on under represented groups.
Function										
Improving quality of childcare & early education provision	N	Y	N	Y	C	N	0	0	4	Continue activity
Function										
SEN service and procedures	N	Y	N	Y	C	Y (Lack of identification of some children)	2	0	3	Continue service link with Sure Start Local Programmes
Function										
Equality/diversity training and policy development	N	Y	N	Y	C	N (All providers required to have policy)	0	0	4	Continues
Function										
Sure Start local programmes	N	Y	Y	Y	C	Y (Language & cultural barriers)	0 (Anecdotal)	0	4	Focus on disadvantage areas

Department: Education and Cultural Services		Service: Libraries, Information and Archives			
Completed by: Richard Lambert (name/position) Head of Libraries, Information and Archives		Date: 11.12.03		Reviewed by: (name/position)	
Date:					
X	General Information about function/policy/procedure	Is the policy relevant to the General Duty?	What is the degree of relevance?	What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
Function, Policy or procedure			Priority for further Action:		

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Book Lending	No	Yes	No	Yes	C	3-17	2	4	2	Collections of books to be maintained in Urdu, Bangla, Pashto, Gujarati and Chinese. New collections to be developed where demand indicates. e.g. Arabic Satisfaction survey monitors ethnicity of respondent

Audio Visual Lending	No	Yes	No	Yes	C	3-17	1	4	2	Continue to maintain culturally appropriate collections of cassettes, CDs & videos. Satisfaction survey monitors ethnicity of respondent
Information provision, including Business information and Tourist Information	No	Yes	Tourist Information in Association with the English Tourism Council	No	C	3-17	0	4	2	Annual customer satisfaction survey to be undertaken, respondents to be monitored by ethnic origin

Providing access to ICT	No	Yes	No	No	C	3-17	0	4	2	Continue to provide ICT training in Urdu/Punjabi and Bangla. CIPFA /ICT satisfaction survey to be conducted in 2005/6, respondents ethnicity monitored. Introduce system to monitor ethnicity of ICT users, based on booking system
Reading development	No	Yes	No	No	C	3-17	0	4	2	Set up new reading groups - Bangla and Multi Cultural. Black and Asian History month established as an annual event.

Local Studies and Archives	No	Yes	No	No	C	3-17	1	4	2	Annual satisfaction survey of Local Studies and Archives monitors ethnicity of respondents for the first time in 2003/4. Promote archives to Asian residents.
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Department:				Service: Lifelong Learning						
Completed by: (name/position)			Date:	Reviewed by: (name/position)			Date:			
X Function, Policy or procedure Provision of Education and Learning Opportunities for Adults Advice, Information & Guidance	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action
	A Contracted Out? No = N	B Written policy? No = N Other: <i>please specify</i> <i>Procedures</i>	C Delivered in Partnership? Yes = Y	D Ethnically monitored? No = N	E Does the function, policy, procedure involve tenants/ public, or have consequences for them: C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J *Produce and implement an Advice and Information Service Policy *Obtain ethnic monitoring information from the Guidance Service partner organisation on learners referred.
					No	0	0	3		

Department: Education & Cultural Services					Service: Lifelong Learning					
Completed by: Lynda Fairhurst (name/position) Head of Lifelong Learning Service				Date: 17/12/03		Reviewed by: (name/position)			Date:	
	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action
	A Contract ed Out?	B Written policy?	C Delivered in Partner- ship?	D Ethnically monitored?	E Does the function, policy, procedure involve tenants/ public, or have consequences for them: C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J * Training as detailed under workforce development for teaching staff. *Review current teaching resources. Purchase /develop race and culturally sensitive resources. *Review curriculum portfolio to reflect local needs.
Provision of Education and Learning Opportunities for Adults Curriculum Delivery	No = N	Yes= Y Other: <i>please specify Quality policy Widening Participation Policy Learning Policy</i>	Yes = Y	Yes = Y						

Department: Education & Cultural Services					Service: Lifelong Learning					
Completed by: Lynda Fairhurst (name/position) Head of Lifelong Learning Service				Date: 17/12/03		Reviewed by: (name/position)			Date:	
	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action
		<i>Learner Entitlement</i>								*Detailed scrutiny of retention & achievement data to ensure success rates are consistent. *Detailed scrutiny of progression to identify future actions if required.
		<i>Learner Induction Policy</i>								
		<i>Assessment policy</i>								
		<i>Support for Learners Policy</i>								
		<i>Health and Safety Policy</i>								
						Yes	1	1	2	
						1-17				

Department: Education & Cultural Services					Service: Lifelong Learning Service						
Completed by: Lynda Fairhurst (name/position) Head of Lifelong Learning Service					Date: 17/12/03		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure Provision of Education and Learning Opportunities for Adults Marketing & Publicity	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action	
	A Contracted Out? No = N	B Written policy? No = N Other: <i>please specify</i> <i>Draft Marketing Strategy</i>	C Delivered in Partnership? No = N	D Ethnically monitored? No = N	E Does the function, policy, procedure involve tenants/public, or have consequences for them: B = Has consequences for tenants/public	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J *Monitor enrolments – record on MIS how people heard/found out about the course they have enrolled on. * Translate relevant course leaflets for specific locations into community languages. * Display translated leaflets on notice boards	
						Yes 1-17	0	0	3		

Department: Lifelong Learning Service				Service:						
Completed by: (name/position)			Date:	Reviewed by: (name/position)			Date:			
X Function, Policy or procedure Provision of Education and Learning Opportunites for Adults Recruitment	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action
	A Contracted Out? No = N	B Written policy? Yes= Y Basic Skills Recruitment Policy Fees Policy Policy and Procedure For Financial Support Widening Participation Strategy on Support for Learners Policy	C Delivered in Partnership? No = N	D Ethnically monitored? Yes = Y	E Does the function, policy, procedure involve tenants/public, or have consequences for them: C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J *Produce and implement a recruitment policy for the Lifelong Learning Service. *In addition to existing monitoring across the curriculum portfolio, set recruitment targets, where appropriate, to reflect 16+ population of ethnic minority groups in Oldham.
					Yes	0	0	3		
					1-17					

Department: Education & Cultural Services					Service: Lifelong Learning						
Completed by: Lynda Fairhurst (name/position) Head of Lifelong Learning Service					Date: 17/12/03		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure Provision of Education and Learning Opportunities for Adults Workforce Development	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action	
	A Contracted Out? No = N	B Written policy? Yes= Y RASA policy Training Policy	C Delivered in Partnership? Yes = Y	D Ethnically monitored? Yes = Y Workforce monitoring Qualifying Training monitoring	E Does the function, policy, procedure involve tenants/ public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how?	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J *Monitor staff leavers by ethnic groups. Source, action and acquire database to monitor all staff development opportunities and maintain workforce development records.	

Department: Education & Cultural Services					Service: Lifelong Learning						
Completed by: Lynda Fairhurst (name/position) Head of Lifelong Learning Service					Date: 17/12/03		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	Action	
											Please state the category numbers 1-17 for the ethnic groups likely to be affected
					B	No	0	0	3		

Department: Education & Cultural Services					Service: Museum, Galleries & Arts						
Completed by: Sheena Macfarlane (Head of Museums, Galleries & Arts)					Date: 11.12.03		Reviewed by:			Date:	
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference	
	A Contracted Out?	B Written policy?	C Delivered in Partnership?	D Ethnically monitored?	E Does the function, policy, procedure involve tenants/public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details. .	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J What is the reference for the action to be taken in relation to this policy in your Service Plan	

Delivering a relevant and accessible programme of arts & cultural events across the Borough	Some	No	Some	No	C	Yes1-17	2	2	2	Ensure that the events programme is balanced and that it includes events which are attractive and accessible to ethnic minority audiences and events which attract multi-cultural audiences. In clude SMART targets in Service Plan and establish sample monitoring audience ethnicity.
Providing support for community groups to undertake their own arts activities and develop their artistic skills.	No	No	Some	No	C	Yes 1-17	1	0	3	Develop monitoring system and conduct satisfactions surveys with groups.

Creating opportunities for people to participate in arts & cultural events throughout the borough	Some	Yes Gallery Oldham Access Policy. Learning policy being developed	Some	Yes Sample surveys	C	Yes 1-17	1	1	2	Conduct impact assessment on policies. Ensure ethnicity monitoring is included in all participant surveys.
Stewardship of the Borough's collections of social and natural history, art & crafts.	No	Yes Gallery Oldham Acquisition & Disposal Policy	No	No	B	Yes 4-17	1	1	3	Conduct impact assessment on policy.
Supporting the formal education sector in the delivery of the national curriculum	No	No Gallery Oldham Learning Policy being developed	Some	No	C	Yes 1-17	1	1	2	Conduct impact assessment on policy. Develop system for ethnic monitoring of schools provision.
Targeting arts & cultural opportunities at excluded groups or groups at risk of exclusion.	No	Yes Gallery Oldham Access Policy	Some	Yes Sample surveys	C	Yes 1-17	2	1	2	Conduct impact assessment on policy. Ensure all sample surveys monitor ethnicity.

Raising awareness and understanding of different artistic and cultural traditions & heritage.	No	No	Some	No	C	Yes 4-17	0	1	3	Ensure exhibitions programme includes material relevant to communities of Oldham. Ensure all exhibition evaluation includes ethnic monitoring. Ensure ethnic minority residents included in targeted consultation with non-users over the development of Phase 3 of Cultural Quarter.
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Assessment Proforma 2 Proposed or Substantially altered policies

Department:		Service:	
Completed by: (name/position)	Date:	Reviewed by: (name/position)	Date:
Name of proposed Policy or revised Policy If no name has yet been devised please state the nature of the policy	Name of the person responsible for developing the policy	Date by which the policy and Impact Assessment will be completed? :	Please state the reference in your service plan which relates to the development/revision of this policy
Provision of central music ensembles at the Oldham Music Centre	Eileen Bentley	July 2004 but ongoing	Objective 1 Community Cohesion

APPENDIX 1 ASSESSMENT PROFORMA 1-

Department: Education and Culture					Service: Music Service					
Completed by: Eileen Bentley (name/position) Director of Music				Date: 16 / 12 / 03	Reviewed by: (name/position)			Date:		
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance?		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A	B	C	D	E	F	G	H	I	J
Instrument Tuition in Schools	No	Yes	Yes - sch ools	Yes Visits to school Annual collection of data fro all staff Analysis of the ethnic profile of children having instrumenta l tuition	C	The Music Service is available to all LEA schools and is bought in by approximately 70% of schools. Schools choose not to buy in for a variety of reasons Many schools with large numbers of ethnic pupils buy in the Service. Asian music and Steel Band are offered to all schools	3 Nat. Survey of Inst. Services undertaken by University of London shows that groups least involved are of Pakistani and Bangladeshi origin. There is evidence locally that fewer Asian children become involved in Instrumental tuition even when it is bought in by the school they attend	0	1	Extend Asian Music Service into more schools Extend Steel Band to more schools Involve Oldham Schools in BBC Chinese Project Monitor the gender and ethnicity of pupils having instrumental tuition in schools

APPENDIX 1 ASSESSMENT PROFORMA 1-

	A	B	C	D	E	F	G	H	I	J
<p>2. Provision of Central Music Ensembles at The Oldham Music Centre</p>	<p>No</p>	<p>Yes</p>	<p>No</p>	<p>Yes Registers checked regularly to assess profile of groups</p>	<p>C</p>	<p>All children welcome to attend. Children from groups 7, 10, 11 do not generally attend</p>	<p>3 Non attendance at central groups National trends are for fewer Asian children to be involved in Music Centre groups</p>	<p>0</p>	<p>1</p>	<p>Action plan ref. Extend Asian Music Prog into more schools Introduce steel band into more schools Continue work with Linking Project Involve 4 Oldham Schools in BBC Chinese project Monitor gender and ethnicity of children having tuition in schools and attending the Music Centre</p>

Assessment Proforma 2 Proposed or Substantially altered policies

Department: Education and Culture		Service:	
Completed by: (name/position) Eileen Bentley	Date: 16 / 12 / 03	Reviewed by: (name/position)	Date:
Name of proposed Policy or revised Policy If no name has yet been devised please state the nature of the policy	Name of the person responsible for developing the policy	Date by which the policy and Impact Assessment will be completed? :	Please state the reference in your service plan which relates to the development/revision of this policy
Instrumental Provision in schools	Eileen Bentley	July 2004 followed by further expansion	Objective 1 Community Cohesion

Department: Education and Culture		Service: Outdoor and Environmental Education			
Completed by: David Faulconbridge, Service Manager (name/position)		Date: 15.12.03	Reviewed by: (name/position)		Date:
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Courses for primary & secondary schools, supporting school improvement and delivery of National Curriculum. Service delivery targets socially and economically deprived children to reduce social exclusion	N	N	Y	Y	C	Y 1-17	0	0	3	Monitor & review

Training courses for teachers and youth workers	N	N	N	N	B	Y 1-17	0	0	3	Implement Ethnic Monitoring of all courses
600 hours of outdoor activities for the Oldham Youth Service targeting socially excluded young people with personal development activities	N	N	Y	Y	C	Y 1-17	0	0	3	Monitor & review
3 days per week for Pupil Support Centre (formally Pupil Reintegration Service)	N	N	Y	Y	C	Y 1-17	0	0	3	Monitor & review
4 weeks of developmental activities in summer period to support summer programme	N	N	Y	Y	C	Y 1-17	0	0	3	Monitor & review
Key role in the development and implementation of new LEA procedures for managing Health and Safety in Schools, particularly with regard to Educational Visits.	N	Y	Y	N	B	N	0	0	3	Implement Ethnic Monitoring of EVC Courses

Department: Education & Culture		Service: Parent Partnership			
Completed by: Geoff Lewis - Co-ordinator (name/position)		Date: Dec 03	Reviewed by: (name/position)		Date:
X	General Information about function/policy/procedure	Is the policy relevant to the General Duty?	What is the degree of relevance? Priority for further Action:	What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
Function, Policy or procedure					

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Function										
Provision of advice & support service to parents of children who have or may have special educational needs	N	Y	N	Y	C	Y (take up may not reflect population)	3	1	2	Analysis of ethnic monitoring
Function										

Information & training for parents regarding SEN	N	Y	N	Y	C	Y (take up may not reflect population)	3	1	2	Bilingual outreach via community workers - interpreters in schools. Community advice sessions
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Department: Education and Culture		Service: Planning and Management Information Service	
Completed by: Fiona Orr (name/position) Acting Head of Planning and Management Information	Date: 11.12.03	Reviewed by: (name/position)	Date:

Management Information										
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A Contracted Out? Yes = Y No = N	B Written policy? Yes= Y No = N Other: <i>please specify</i>	C Delivered in Partnership? Yes = Y No = N	D Ethnically monitored? Yes = Y No = N	E Does the function, policy, procedure involve tenants/ public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J What is the reference for the action to be taken in relation to this policy in your Service Plan
<ul style="list-style-type: none"> • Firstly -list the function in bold text or underline • Secondly -(If applicable) split each function into its separate component parts, i.e. policy, procedures, and underneath the function, complete a separate row for each policy/procedure related to the function • Ideally use separate pro-formas for each function 										

To Co-ordinate the data and information needs of the Department	N	N	Y	Y	C	1-17	2	0	2	Undertake ethnic monitoring to provide data to School Development Service and Schools
Assess School data for attainment	N	N	Y	Y	C	1-17	2	0	2	Produce School Summary Profiles
Attainment Target Setting	N	N	Y	Y	C	1-17	2	0	2	Update Annual EDP – Annex 1
Promote and Implement the Performance Management System	N	Y	N	N	C	1-17	2	0	2	Continue to monitor through the quarterly performance report the Equality areas specifically Race Equality from April 2004
Monitoring Racist Incidents	N	Y	Y	Y	C	1-17	1	0	3	Information acted upon by others purely a data collection role

Monitoring Compliments, Complaints and Suggestions	N	Y	N	Y	C	1-17	0	0	3	Support the implementation of the Corporate system
Enhance and develop ICT across the department and schools	Y	Y	Y	N	B	-	0	0	4	Reassess in the next RES

Department: Education and Cultural Services				Service: Qualifications Service						
Completed by: Ann Rae, Service Manager				Date: 19/12/03		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure 1. Firstly -list the function in bold text or underline 2. Secondly -(If applicable) split each function into its separate component parts, i.e. policy, procedures, and underneath the function, complete a separate row for each policy/procedure related to the function 1. Provide aspiring teachers and education support staff advice and support on professional accreditation	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance?		What priority would you give this function	
	A	B	C	D	E	F	G	H	I	
	Contracted Out? Yes = Y No = N	Written policy? Yes = Y No = N Other: <i>please specify</i>	Delivered in Partnership? Yes = Y No = N	Ethnically monitored? Yes = Y No = N	Does the function, policy, procedure involve tenants/public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible please provide details.	Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown	1.Top term 2. Medium term 3. Long term 4. Reassessed in the next RES	
	N	Covered in QS Customer Charter	N	Y	A	Y	0	0	3	

2. Deliver the NVQ Level 3 for Classroom/Teaching Assistants	N	Y	N	Y	B	Y	0	0	3
3. Provide support to the Graduate Teacher Programme Trainees	N	Y	Y	Y	B	Y	0	0	3
4. Provide Recruitment and Retention advice and support to Educational Establishments	N	Y	Y	Y	B	Y	0	0	3
5. Provide advice and support to schools on Workforce Reform	N	Mentioned in QS Customer Charter and Service Plans	Y	N	B	Y	0	0	4
6. Raise the profile of Oldham in publicising teacher vacancies	N	Y	N	N	C	Y	0	0	3

Department: Education & Cultural Services Department					Service: School Development Service					
Completed by: Richard Gore (name/position) School Improvement Adviser			Date: 4.12.03		Reviewed by: Marucs Roe (name/position)			Date: 5.12.03		
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A Contracted Out? Yes = Y No = N	B Written policy? Yes= Y No = N Other: <i>please specify</i>	C Delivered in Partnership? Yes = Y No = N	D Ethnically monitored? Yes = Y No = N	E Does the function, policy, procedure involve tenants/public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J What is the reference for the action to be taken in relation to this policy in your Service Plan
<ul style="list-style-type: none"> • Firstly -list the function in bold text or underline • Secondly -(If applicable) split each function into its separate component parts, i.e. policy, procedures, and underneath the function, complete a separate row for each policy/procedure related to the function • Ideally use separate pro-formas for each function 										

To support schools in raising the achievement of children and young people of school age through:										
(i) providing differentiated challenge, advice and support to schools	N	Y	N	Y The Dept and all schools monitor attainment by ethnic group	C	AC, Pakistani, Bangladeshi pupils achieve less well than white pupils in Oldham schools	2	3	1	Incorporation of Ethnic Minorities Support Service into the School Development Service as the Minority Ethnic Achievement team Appointment of adviser for minority ethnic achievement OFSTED Inspection training for MEA team Minority Ethnic Achievement Self Evaluation Workbook produced Policy revised to identify integrated approach to support and challenge for all groups including minority ethnic groups underachieving. As part of this revision enhanced procedures for support and challenge to schools on monitoring attainment by ethnic group/
(ii) providing high quality professional development opportunities for schools	N	Y	Y	N Need to develop monitoring systems	C	There may be a differentiated take up of training	1 anecdotal	1	2	Systems to monitor participation by ethnic group to be put in place for all courses
(iii) building partnerships to bring to schools the best in school improvement support	N	?	Y	N	C	N	0	0	4	Systems to monitor external consultants by ethnic group

(iv) providing for community cohesion through promoting cultural diversity and racial harmony.	N	Y	Y	N	C	Given the level of polarisation that exists between communities in Oldham there is a perception among some people from different racial groups that community cohesion activity does not fully include or involve their community.	1	1	1	Community cohesion strategy to be published January 2004. Service Improvement Plan 04/05 to feature prominently a wide range of community cohesion activity.
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Department: Education & Culture					Service: Special Educational Needs					
Completed by: Susan Howe – Head of SEN (name/position)				Date: Dec 08		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance?		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A Contracted Out? Yes = Y No = N	B Written policy? Yes= Y No = N Other: <i>please specify</i>	C Delivered in Partnership? Yes = Y No = N	D Ethnically monitored? Yes = Y No = N	E Does the function, policy, procedure involve tenants/public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES	J What is the reference for the action to be taken in relation to this policy in your Service Plan
Annual SEN Audit	N	Y	Y- with schools	N	B	Y – could be confusion over identification of SEN/EAL/cultural	0	1	3	Monitor ethnically

Give advice to schools on all aspects of SEN	N	Y	N	N	B	Y – could be confusion over identification of SEN/EAL/cultural	0	1	3	Ensure advice includes a reference to EAL and cultural issues
Coordination of school transfer and transition for pupils with SEN	N	Y	Y - with schools	N	B	Y – could be confusion over identification of SEN/EAL/cultural	0	1	4	
Support for individual children and young people in all educational establishments and their parents and carers	N	Y	N	N	A	Y – could be confusion over identification of SEN/EAL/Cultural	0	1	3	Monitor ethnically
Support for headteachers, governors, SENCOs, class teachers, support assistants and all working with individual children	N	Y	Y – with SIS, Governor Support	N	B	Y	0	0	4	

Department: Education and Cultural Services				Service: Youth Service						
Completed by: Pam Griffin. Head of Service (name/position)			Date: 11 Dec 03	Reviewed by: (name/position)			Date:			
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A No	B Yes – Youth Work Curricu m Document	C Yes	D Yes – By membershi p, reports produced monthly	E C	F Yes – If culturally inappropriat e could affect all groups	G 3	H 3	I 1	J Continue to monitor and monitor complaints

Provision of qualifying training at levels 3 and 4 for youth work staff	No	Yes – National accreditation guidelines and occupational standards	Yes – with Lifelong Learning Service	Yes – via Lifelong learning MIS	C	Yes – If culturally inappropriate could affect all groups	3	3	1	Continue to monitor and monitor complaints
Provision of a programme of ongoing training for all Service staff	No	Yes – staff development policy	No	Yes – by course	C	Yes – if culturally inappropriate could affect all groups	3	3	1	Continue to monitor and monitor complaints
Contribute to raising educational achievement	No	Yes – DfES ‘Resourcing Excellent Youth Services and Transforming Youth Work	Yes – in conjunction with a range of other agencies and organisations including the voluntary sector, schools, Connexions.	Yes – Via Service MIS by course/project. Monthly reports	C	Yes – If culturally inappropriate could affect all groups	3	3	1	Continue to monitor and Monitor complaints

Department: Education & Culture				Service: Access Section						
Completed by: Janet Depledge Head of Education Out of School (name/position)				Date: Dec 03		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance?		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A Contracted Out? Yes = Y No = N	B Written policy? Yes = Y No = N Other: <i>please specify</i>	C Delivered in Partnership? Yes = Y No = N	D Ethnically monitored? Yes = Y No = N	E Does the function, policy, procedure involve tenants/public, or have consequences for them: A = Involve tenants/public B = Has consequences for tenants/public C = Both	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? Please state the category numbers 1-17 for the ethnic groups likely to be affected	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot If possible, please provide details.	H Is there any concern that functions, policies, procedures are being operated in a discriminatory manner? 0 = none 1 = a little 2 = some 3 = a lot 4 = unknown If possible, please provide details.	I 1. Top 2. Medium term 3. Long term 4. Reassessed in the next RES	J What is the reference for the action to be taken in relation to this policy in your Service Plan
To administer the process relating to disciplinary exclusion from school	N	N	Y	Y	C	N	3	0	2	TERMLY ANALYSIS TO INFORM ACTION

To fulfil the Authorities statutory duty to pupils excluded from school for disciplinary reasons	N	Y	Y	Y	C	Y <ul style="list-style-type: none"> Curriculum delivery to take account of ethnicity Information to parents to take account of language needs 	1	1	3	TERMLY ANALYSIS TO INFORM ACTION
To support the raising of educational achievement for Children in Public Care	N	N	Y	Y	C	Y Information to parents to take account of language needs	1	1	3	TERMLY ANALYSIS TO INFORM ACTION
To support schools and individual pupils where those pupils have been identified as being at risk of disciplinary exclusion	N	Y	Y	Y	C	N	1	4	3	TERMLY ANALYSIS TO INFORM ACTION
To develop the LEA Behaviour Strategy	N	Y	Y	N	B	N	0	4	4	
To administer the process relating to Education at Home by Parents	N	Y	N	Y	C	Y Information to parents to take account of language needs	0	4	3	TERMLY ANALYSIS TO INFORM ACTION

To fulfil the Authority's duty to children out of school for medical reasons	N	Y	Y	Y	C	N	0	0	4	TERMLY ANALYSIS TO INFORM ACTION
To fulfil the Authority's duty to pregnant girls and mothers of school age	N	Y	Y	Y	C	Y Low referral of girls of ethnic minority background	2	3	1	TERMLY ANALYSIS TO INFORM ACTION CONSULT WITH THE TEENAGE PREGNANCY CO-ORDINATOR
To provide the educational element of the YOT Intensive Supervision and Surveillance Programme	N	Y	Y	Y	C	Y <ul style="list-style-type: none"> Curriculum delivery to take account of ethnicity Information to parents to take account of language needs 	1	0	3	TERMLY ANALYSIS TO INFORM ACTION
To deliver the Not School programme to vulnerable pupils	N	N	Y	Y	C	N	0	0	4	TERMLY ANALYSIS TO INFORM ACTION

Department: Education & Culture				Service: Governor Support & Training Service						
Completed by: David Challen (name/position) Service Manager				Date: 19 th December 2003		Reviewed by: (name/position)			Date:	
X Function, Policy or procedure	General Information about function/policy/procedure				Is the policy relevant to the General Duty?		What is the degree of relevance? Priority for further Action:		What priority would you give this function	What Action is to be taken and what is the Action Plan Reference
	A Contracted Out?	B Written policy?	C Delivered in Partner- ship?	D Ethnically monitored?	E Does the function, policy, procedur e involve tenants/ public, or have consequ nces for them:	F Is there any reason to believe that some racial groups could be differently affected by the function or policy? If so, which groups are affected and how? 1 - 17	G How much evidence do you have? 0 = none 1 = a little 2 = some 3 = a lot 1	H Is there any concern that functions, policies, procedures are being operated in a discriminat ory manner? 0	I 1.Top 2. Medium term 3.Long term 4. Reassessed in the next RES 2	J What is the reference for the action to be taken in relation to this policy in your Service Plan Targeted recruitment of governors from ethnic minority areas and areas of deprivation – specific training available to encourage encourage
Advice & Support	No	No	Yes	Yes	C					
Training										

										encourage participation from under represented groups
Clerking Service	Yes	No	Yes	Yes	C	3 - 17	1	0	2	Monitor turnover of different racial groups on each governing body. Contact leaving governors to determine whether they faced any barriers to remaining as a school governor
Training	Yes	No	Yes	Yes	C	3 - 17	2	0	2	Monitoring of attendance on training of different ethnic groups Consider whether timing and location of training is a barrier to attending training.