



Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services

Division of Educational and Child
Psychology

2023

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Foreword and guidance

Following a global pandemic, and the worldwide resurgence of the Black Lives Matters (BLM) movement for racial justice (as a result of the brutal public murder of a black man in the United States of America), in 2021, a Division of Educational and Child Psychology (DECP) working group was formed. The purpose of the group was to address racial equality regarding the profession of Educational Psychology, including its practice and application of psychology. This group comprised of practicing psychologists, including Main Grade, Senior and Principal Educational Psychologists, University Lecturers and Programme Directors, Tutors on Programmes for the Initial Training of Educational Psychologists, Educational Psychologists in Private Practice, and representatives from interest groups, Black and Ethnic Minority Educational Psychology (BEEP), Trainee EPs' Initiative for Cultural Change (TEPPIC), Educational Psychologists' Race and Culture Forum (EPRCF) and the Association of Educational Psychologists (AEP) and the National Association of Principal Psychologists (NAPEP). In short, the group have been working together to update and further develop a number of tools, training events and resources to support the profession, education providers and the communities they serve. This preface concerns the updating of the 'Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services'.

2001 working group

In the original 'Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services', the 2001 working group highlighted the need for all Services to implement 'Ethnic Monitoring', whilst reflecting on the fact that this was non-statutory guidance, a notion that the Race Relations Amendment Act (2000) did not say that Local Authorities (LAs) must monitor. The 2001 working group asserted that it would be difficult for LAs to fulfil their duty to eliminate unlawful racial discrimination without monitoring their own practice (CRE, 2002). As noted by the 2001 working group, whilst 'ethnic monitoring' provides information about the demography of client groups, it does not impact directly on Educational Psychologists (EPs) practice, and does not in itself contribute to the promotion of racial equality as required by the Race Relations Amendment Act (2000). The 2021 Working Party agrees with our 2001 colleagues. If we are to reinforce the good work that was started in 2001, we feel Educational Psychology Services (EPSs), at all levels, must adopt a more contemporaneous, reflexive, rigorous and challenging approach. Then the promotion of racial equality is more likely to become an active and dynamic process.

The revised 2023 Self-Assessment Framework

The following 'Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services' is a revision of the Framework developed by the 2001 working group. We want to acknowledge that the Framework developed by colleagues in 2001, is a highly valued and respected tool for its time. It set out to help EPSs to audit their policies and practices with respect to promoting racial equality.

The 2021 DECP working group wanted to honour the principles on which the 2001 Framework was developed and to pursue the commitment to actively promote racial equality in the children and young people's services in which EPs work, in pursuit of fairness and social justice. The 2023 'Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services' was thus

revised to reflect societal and legislative changes that have since taken place, and to support services to further develop more rigorous and effective methods for monitoring anti-racist and inclusive practice, given the current climate.

The new 'Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services' continues to take the form of a performance checklist and complements the DECP Quality Standards document. The clear aim of the 2023 Framework is to build on the previous framework and promote the highest possible quality of Racial Equality in Educational Psychology Services. It is hoped that this document will serve as a substantive guide for EPSs wishing to undertake their own self-evaluation of the quality and consistency of the promotion of racial equality in their service. The Standards for each of the areas covered continue to consist of the following four components:

1. Policy Development which details the Services policies in this area.
2. Professional Practice which details the services practices.
3. Induction, Supervision and Continuing Professional Development, which highlights the opportunities and minimum expectations for personal development.
4. Details the processes for fair Recruitment and Retention.

The 2023 Self-Assessment Framework, at its core, encourages a holistic review of EPS policies, practices, and services, and their efforts to reduce systemic racism. As in previous years, the Standards are not intended to be exhaustive, prescriptive, or limiting, and they should not be 'passed' only in their entirety. Instead, it is hoped that the Standards provide indicators of how a Quality Educational Psychology Service may operate in terms of their practice and promotion of racial equality and anti-racism.

The 2023 Self-Assessment Framework has been trialled in a number of Local Authority (LA) Psychological Services, and in addition, Principal Educational Psychologists have provided helpful feedback. We are sincerely grateful to all those individuals and Services who have at various times assisted in the work involved in revising the Framework.

Scoring Hierarchy

Each criteria can be scored:

4 (blue) Outstanding.

3 (green) Good.

2 (amber) Satisfactory (and requires further development).

1 (red) Weak (and needs immediate action).

The following table shows the scoring hierarchy.

Number	Colour	Judgement	Descriptor
4		Outstanding	An area whereby a service can demonstrate that it is outstanding in its practice (as measured by the indicators), and can demonstrate, with evidence, that it leads to improved outcomes for children, adolescents, and young adults.
3		Good	An area that functions well and produces outcomes where children, adolescents and young adults achieve consistently. A service improvement cycle is evident.
2		Satisfactory (and requires further development)	An area that is fit for purpose but needs to be reviewed if student outcomes are to be further improved. Some progress is evident, and a service improvement cycle is in place.
1		Weak (and needs immediate action):	An area that needs to be extensively redeveloped. It might be that it was 'good' practice some years ago but that is now not fit for purpose. Essentially, it does not support improved outcomes for children, adolescents, and young adults.

1. Policy Development

Standard	Service own rating (Emergent/Established/Advanced)	Sources of Evidence
1.1 The Service has a written Race Equality Policy (REP) either as a separate policy or a distinct section within an equal opportunities or diversity policy. (This may be embedded throughout the Educational Psychology (EP) service in a range of policies or informed by the Local Authority policy.)		e.g. service or LA REP policy
1.2 The policy explicitly covers members of all ethnic and national groups including asylum seekers, refugees,		

and Travellers. It also acknowledges how other protected factors might intersect with race.		
1.3 The policy includes or is linked to a Racial Harassment and Bullying Policy*and procedure for dealing with racist incidents (in all aspects of EP practice). The policy states clear independent processes and procedures for reporting, recording, and monitoring incidents, dealing with perpetrators, and supporting victims.		
1.4 The policy emphasises the ongoing global importance of challenging racism. The policy has a strong focus on implementing anti – racist practice and promoting racial equality and diversity.		e.g. in the form of a pledge, commitment, or written statement
1.5 The policy and procedures are regularly reviewed and amended, by all staff. Review date is within 2-3 years, or earlier if deemed necessary (Date to be included in policy).		e.g. reviews take place at the same time as Service Level Agreements /Corporate and Team Plan reviews.
1.6 Racial equality is considered an integral component when developing all other EP service policies.		
1.7 The REP is shared with all new starters in the service. This should include locums, and trainees (including those on block placements).		

*Including Microaggressions (**add to glossary**)

2. Professional Practice

Standard	Service own rating (Emergent/Established/Advanced)	Sources of Evidence See document X (by group X)
2.1 The Principal Educational Psychologist ensures that the REP is regularly shared with colleagues, service users and		

other stakeholders. This could be via accessible means, including the EPS website or on the Local Offer.		
2.2 Referrals to the EPS are monitored by ethnic group - based on CENSUS categories. Reasons for involvement and outcomes are annually analysed and discussed within the service to monitor equitable practice.		e.g. request for involvement form
2.3 The EPS monitors exclusions and disproportionately more generally i.e. SEND categories by ethnic group.		
2.4 EPs remove barriers to involvement and ensure that parents/carers from all ethnic groups can express their views.		
2.5 EPs make use of an appropriate interpreter for families where communication may be an issue.		
2.6 All EPS staff are respectful, sensitive, and responsive to cultural differences.		e.g. planning/modifying assessments to take into account cultural and religious needs.
2.7 EPS documents and leaflets are translated into languages used in the local community.		
2.8 EPs use assessment tools and methods which do not disadvantage children from minority ethnic groups and are aware of the limitations of many standardised tests.		e.g. planning/modifying assessments to take into account EAL, cultural needs.
2.9 All EPS staff are active in challenging racism and stereotypes encountered in the course of their work		e.g. monitoring and reporting incidents where appropriate.
3.0 The EPS offers culturally sensitive and appropriate, community psychology		e.g. pre-training days, mentoring, workshops,

services to children and families within the local area.		school drop-ins, training for children and families.
3.1 EPs draw on a wide range of psychological theory/ knowledge base/models of practice and recommend interventions/approaches which are culturally appropriate/sensitive		

3. Induction, Supervision and Continuing Professional Development

Standard	Service own rating (Emergent/Established/Advanced)	Sources of Evidence
3.1 New members of the Service and EPs in training are made aware of the REP and procedures through the induction programme.		
3.2 Promoting racial equality, including awareness of power and privilege, issues affecting minority ethnic groups and being able to challenge racism. These should form part of the process of supervision for all EPS staff and EPs in training.		e.g. having open and safe discussions in supervision.
3.3 EPs are kept informed of relevant current research on racial equality and are involved in the collection of data.		e.g. involvement in the collection, analysis, and reporting of service data.
3.4 EPs are given regular feedback on data collected through the REP and procedures, and current action plans.		e.g. reviewing and analysing data and using it meaningfully for positive outcome.
3.5 All Staff have equal access to all types of CPD opportunities and are encouraged to access CPD about Equality and Diversity Issues (at least annually). Staff from minority ethnic groups should not		e.g. having EDI as a regular agenda item or as part of a service development plan. Attending conferences/training from appropriate trainers including interest groups.

automatically be considered 'race experts'.		
3.6 The Service supports projects, research, and publications in this area of work.		

4. Recruitment and Retention

Standard	Service own rating (Emergent/Established/Advanced)	Sources of Evidence
4.1 The Service ensures that recruitment and selection procedures are consistent with the Equalities Act 2010 and job advertisements include an equal opportunities statement.		e.g. a printout of a job advert.
4.2 Steps are taken to encourage people from under-represented minority ethnic groups to apply for positions within the Service.		
4.3 The Service monitors and documents the employment and professional development of all staff.		
4.4 The Service takes steps to ensure that selection for redundancy avoids racial discrimination.		
4.5 There is an 'exit interview' procedure which includes a reference to racial equality practice.		
4.6 All staff are aware of the Service complaints, disciplinary and grievance procedures.		