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ASSESSMENT FRAMEWORK

Self-assessment Framework for Promoting Racial Equity in Educational Psychology Services

Division of
Educational and
Child Psychology
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Foreword and guidance

Following a global pandemic and the worldwide resurgence of the Black Lives Matter (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 equity regarding the profession of Educational Psychology, including its practice and application of psychology. This group comprised of practising 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 (TEPICC), Educational Psychologists' Race and Culture Forum (EPRCF), the Association of Educational Psychologists (AEP) and the National Association of Principal Psychologists (NAPEP). In short, the group has 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, and not a notion that the Race Relations Amendment Act (2000) said 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 Commission for Racial Equality (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 group agrees with our 2001 colleagues, that if we are to reinforce the good work that was started in 2001, we feel that Educational Psychology Services (EPSs), at all levels, must adopt a more contemporaneous, reflexive, rigorous and challenging approach. Then the promotion of racial equity will become an active and dynamic process.

THE 2023 REVISED SELF-ASSESSMENT FRAMEWORK

The following 'Self-Assessment Framework for Promoting Racial Equity 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 sets out to help EPSs to audit their policies and practices with respect to promoting racial equity.

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 equity in the children's and young people's services in which EPs work, in pursuit of social justice. The 2023 'Self-Assessment Framework for Promoting Racial Equity 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 Equity 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 Equity in Educational Psychology Services. The new Framework includes a review measure that services can use to monitor and track their progress against the standards. 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 Equity 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 to establish if, and how they are taking steps, 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 its practice and promotion of racial equity and anti-racism.

COMPLETING THE FRAMEWORK

The Framework can be completed in a range of ways depending on service context. It can be completed individually by all EPs in a service and then an average of scores generated to form an overall service score, with all agreed next steps collated and prioritised. This enables services to see where there are common themes and areas for development, or where there are differing views.

The Framework can also be completed as a whole team, either at a meeting/peer supervision or team development days. In this case, group scores and ratings are generated collaboratively alongside further actions and a timeline agreed. The context and service journey/experience will determine the most appropriate approach. In addition, trust and open conversations within safe spaces are needed for a true reflection when undertaking this work.

Following completion of the Framework, services can develop an action plan which identifies areas of the Framework that they wish to focus on, within a specific timeframe.

We would encourage services to use the Framework annually.

As with the quality standards, it can be helpful to pair up with other services to review each other's practice. In these instances, services would meet with the completed Framework tool and accompanying evidence and provide helpful feedback about each other's services – focusing on strengths and areas for development.

Acknowledgements

The 2023 Self-Assessment Framework has been trialled and reviewed over time by a number of services, individuals and organisations, who have made significant contributions in terms of knowledge, time, suggestions and ideas towards the development of the Framework. We are sincerely grateful to all who have at various times assisted in the work involved in revising the Framework and would like to acknowledge:

CORE MEMBERS

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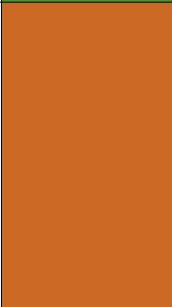

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	DECP TEP Voice
	Doncaster Educational Psychology Service
	Havering Educational Psychology Service
	London EPS Leadership course 2023 (hosted by Wandsworth Educational Psychology Service)
	The National Association of Principal Psychologists (NAPEP)

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 it is now not fit for purpose. Essentially, it does not support improved outcomes for children, adolescents, and young adults.

1. Policy hierarchy

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
1.1 The service has a written Race Equity 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 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 can intersect with race.		E.g. explicitly naming groups and referencing intersectionality/ naming protected factors.	
1.3 The REP 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 equity and diversity.		E.g. in the form of a pledge, commitment, or written statement.	

*Including microaggressions.

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
<p>1.5 The policy and procedures are regularly reviewed and amended, collaboratively by all staff. Review date is within 2–3 years, or earlier if deemed necessary (Date to be included in policy).</p>		<p>E.g. reviews take place at the same time as Service Level Agreements/ Corporate and Team Plan reviews.</p>	
<p>1.6 Racial equity is considered an integral component when developing all other ESP policies.</p>		<p>E.g. racial equity is referenced explicitly in other policies.</p>	
<p>1.7 The REP is shared with all new starters in the service. This should include locums, and trainees (including those on block placements), with discussion about how this translates to EP practice.</p>		<p>E.g. it forms part of the induction process.</p>	

2. Professional practice

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
<p>2.1 The Principal Educational Psychologist (PEP) 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.</p>		<p>E.g. it is available on EPs website/ Local Offer.</p>	
<p>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, with appropriate action when patterns of over and under representations are identified.</p> <p>This should take place alongside ongoing self reflection in practice, that is discussed and recorded in meetings.</p>		<p>E.g. request for involvement form includes CENSUS categories and is discussed at planning meetings.</p>	
<p>2.3 The EPS monitors and takes active steps to respond to exclusions and disproportionality more generally i.e. SEND categories by ethnic group.</p>		<p>E.g. school exclusions data is collected, analysed and discussed annually with clear steps and outcomes that are reviewed.</p>	
<p>2.4 EPs remove barriers to involvement and ensure that parents/carers from all ethnic groups have an understanding of processes and information and can actively express views and participate in decision making processes to make an informed decision.</p>		<p>E.g. thinking about power and privilege that can arise and empowering parents by accommodating working patterns or use of advocates at appointments.</p>	

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
2.5 EPs make use of an appropriate interpreter for families where communication may be an issue.		E.g. ensuring that families give consent to the chosen interpreter, and that there aren't any conflicts of interest i.e. they are not someone from their local community/social circle.	
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.		E.g. these are readily available in electronic or hard copy.	
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 English as an Additional Language (EAL) and 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.	
2.10 The EPS offers culturally sensitive and appropriate, community psychology services to children and families within the local area.		E.g. pre-training days, mentoring, workshops, school drop-ins, training for children and families.	
2.11 EPs draw on a wide range of psychological theory/knowledge base/ models of practice and recommend interventions/ approaches which are culturally appropriate/ sensitive.		E.g. they include Frameworks that are not solely Western in orientation.	

3. Induction, supervision and continuing professional development

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
3.1 New members of the service and Trainee EPs are made aware of the REP and procedures through the induction programmes.		E.g. the REP is included in induction packs and listed as recommended reading.	
3.2 Promoting racial equity, 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 Trainee EPs.		E.g. having open and safe discussions in supervision.	
3.3 EPs are kept informed of relevant current research on racial equity 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 procedure, and current action plans.		E.g. reviewing and analysing data and using it meaningfully for positive outcome.	
3.5 All staff, including trainees, have equitable access to all types of CPD opportunities and are encouraged to access CPD about Equity and Diversity Issues (at least annually). Staff from minority ethnic groups should not automatically be considered 'race experts'.		E.g. having Equality, Diversity and Inclusion (EDI) as a regular agenda item or as part of a service development plan. Attending conferences/training from appropriate trainers including interest groups and other psychology services.	
3.6 The service supports projects, research, and publications in this area of work, including schools work focused on anti-racist practice.		E.g. supports TEP research and whole school projects in this area, including through training and consultations and writes specific guidance or updates in service newsletter.	

4. Recruitment and retention

STANDARD	SERVICE OWN RATING (OUTSTANDING/ GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	SOURCES OF EVIDENCE	IDENTIFIED ACTIONS NEEDED
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 for qualified people from minoritised groups to apply for positions within the service and for graduates from minoritised groups to apply to educational psychology training courses.		E.g. an inclusion statement that explicitly encourages applications from under-represented groups is included in job advertisements and pre-training open days.	
4.3 The service monitors and documents the employment and professional development of all staff.		E.g. has a policy on the distribution of continuous professional and keeps a whole service record to ensure equity.	
4.4 The service takes steps to ensure that selection for redundancy avoids racial discrimination.		E.g. any patterns are identified, explored and addressed, in line with HR processes.	
4.5 There is an 'exit interview' procedure which includes a reference to racial equity practice.		E.g. an exit interview is requested by the PEP in all instances and this is raised as a distinct point, in line with HR processes, and can form part of a handover process, with a clear plan for any required improvements.	
4.6 All staff are aware of the Service complaints, disciplinary and grievance procedures.		E.g. this information is included within induction processes.	

5. Self-assessment action plan

STANDARD	INITIAL SERVICE OWN RATING ON (DAY/MONTH/YEAR) (OUTSTANDING/GOOD/SATISFACTORY (AND REQUIRES FURTHER DEVELOPMENT)/WEAK (AND NEEDS IMMEDIATE ACTION))	IDENTIFIED ACTIONS NEEDED	NEW SOURCES OF EVIDENCE (DAY/MONTH/YEAR)	COMMENT/ FURTHER ACTION NEEDED BY (DAY/MONTH/YEAR)
POLICY DEVELOPMENT				
PROFESSIONAL PRACTICE				
INDUCTION, SUPERVISION AND CONTINUING PROFESSIONAL DEVELOPMENT				
RECRUITMENT AND RETENTION				



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