

DFES e-Consultation

Inclusion, Equality and Diversity: Data

This guidance for Local Authorities (LAs) advises on the collection and recording of data on pupils' ethnic background, first language, faith, Traveller status and disability for local purposes and for the Schools Census (formerly the Pupil Level Annual School Census - PLASC). It confirms the role of LAs in providing leadership and support to their schools in the collection of data to inform inclusion and equality strategies at school, LA and national level, thereby helping to ensure that every child has the opportunity to fulfil his or her potential.

Through the accompanying consultation questions we hope to elicit responses from a range of interested parties about the usefulness of the guidance and other help that might be needed in preparing to record these data.

The consultation is taking place at this time in order to inform the commissioning process for the Schools Census 2007.

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Executive Summary

1.1

Overview

This guidance for Local Authorities (LAs) advises on the collection and recording of data on pupils' ethnic background, first language, faith, Traveller status and disability for local purposes and for the Schools Census (formerly the Pupil Level Annual School Census - PLASC). It confirms the role of LAs in providing leadership and support to their schools in the collection of data to inform inclusion and equality strategies at school, LA and national level, thereby helping to ensure that every child has the opportunity to fulfil his or her potential.

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Action required by Local Authorities

i) As soon as possible:

To notify the Department of the name of the senior official responsible for co-ordinating the ethnic background data collection in the authority (please contact Simon Grigor - see contact details in earlier section).

ii) During 2006:

To advise and support schools on the collection and recording of data on pupils' ethnic background, first language, faith, Traveller status and disability.

iii) By Autumn term 2006:

If collection of these data goes ahead from the January 2007 Schools Census, LAs will need to ensure that their schools are collecting these data during the Autumn Term 2006 and to ensure that all schools have returned data on ethnic background, first language, faith, Traveller status and disability for all pupils on roll in time for the January 2007 Census collection. Schools need also to be aware that personal data should be checked regularly with pupils or parents¹ as personal data may change or need to be amended over time. This may be either through the perception of the data subject over their own identity or through an event such as acquiring a disability through accident or ill health.

Many schools conduct a routine annual data checking review with parents during the Autumn Term. This would be an appropriate opportunity to collect new or amended data from parents or pupils.

Collecting and recording pupil data on inclusion, equality and diversity

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Ethnicity and Religion

		Eng & Wal Rank/376 (proportion)	Regional Rank/33 (proportion)
Ethnic Group (all people)		Value	
White	142082	363	22
Largest minority ethnic group(s)			
		Black Caribbean (20570)	Black African (19879)
		Indian (6171)	
Place of birth (all people)		Value	
Born in UK	136168	371	28
Born elsewhere in EU (inc Rep Ireland)	14207	9	9
Born outside EU	66132	7	7
Religion (all people)		Value	
Christian	108404	368	26
Buddhist	2283	8	8
Hindu	4432	26	15
Jewish	5724	11	8
Muslim	24371	15	9
Sikh	725	75	20
Other	1135	18	11
No religion	43249	29	7
Religion not stated	26184	1	1

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Health

		Eng & Wal Rank/376 (proportion)	Regional Rank/33 (proportion)
(all people)		Value	
Limiting long-term illness	33590	275	16
General health 'not good'	19373	167	9
People providing unpaid care	15967	371	28
Providing unpaid care 50 or more hrs/wk	3232	315	22

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Work

		Eng & Wal Rank/376 (proportion)	Regional Rank/33 (proportion)
Status (all people aged 16-74)		Value	
Employed	91318	314	28
Unemployed	9468	11	6
Long-term unemployed	3079	18	8
Student (economically active)	5740	36	5
Retired	13127	366	23
Student (economically inactive)	13350	25	9
Looking after home/family	11689	70	12
Permanently sick or disabled	8530	154	9
Other inactive	9478	4	4
Travel to work (all people aged 16-74 in employment)		Value	
Travel to work by car	25864	364	22
Travel to work by public transport	51597	3	3
Qualifications (all people aged 16-74)		Value	
Qualifications at degree level or higher	61590	11	10
No qualifications	38122	300	17

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Housing

national commentary

(all households)	Value	Eng & Wal Rank/376 (proportion)	Regional Rank/33 (proportion)
Number of households with residents	92170	51	14
Number of people per hectare	73.2	11	11
Average household size	2.33	237	19
Vacant household spaces	2265	281	13
Owner-occupied	42240	364	23
Without central heating	8014	109	11
Without own bath/shower & toilet	2023	3	3
Overcrowding indicator	20455	12	12

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More data

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(1) Introduction

For the first time, the Pupil Level Annual School Census (PLASC) in January 2003, required schools to return pupil ethnic background data based on the categories specified in the 2001 national population Census (England). These data are already making a considerable contribution to policy and management planning locally and nationally, as well as to teaching and learning strategies in schools. This document is designed to give Local Authorities (LAs) guidance in order to support the collection and recording of wider inclusion, equality and diversity data which are proposed to be reported via the Schools Census. These data will help schools to plan to provide effective personalised learning opportunities for all pupils, including responding to pupils' diverse learning needs.

Pupil data on ethnic background, first language, faith, Traveller status and disability are regarded as sensitive personal data as listed in Section 2 of the Data Protection Act 1998. It will be noted that first language and Traveller status are not explicitly considered to be 'sensitive personal data' under this section. However, in view of the possible linking of language and Traveller status data with ethnicity data for analysis and resource allocation purposes, it is strongly recommended that these data be treated as sensitive personal data and this principle will be followed in the rest of this document. This guidance covers key principles regarding data protection and race equality legislation as well as specific advice on the collection and recording on each individual strand of data.

Detailed instructions on the collection and recording of ethnic background, first language, faith, Traveller status and disability are given later in this Guidance, which includes a summary of ethnic background data collection based on guidance issued to LEAs in January 2002 (DfES/0002/2002).

(2) Important information for all involved in the collecting and recording of inclusion, equality and diversity data in schools

Common data protection principles apply to ethnic background, first language, faith, Traveller status and disability data. All people involved in the handling of personal data should be aware of their duties and responsibilities under the Data Protection Act. Guidance is available from the Information Commissioner's web site at <http://www.informationcommissioner.gov.uk/>.

Why this information is requested

The DfES already requires schools to collect information on the ethnic background of its pupils. Many schools already collect data on pupils' first language, faith, Traveller status and disability and this guidance provides support on the effective collection and recording of these data in line with facilities which can be provided through the Schools Census.

In LAs and central government, information gathered on ethnic background, first language, faith, Traveller status and disability will be used solely to compile statistics on the progress and experiences of pupils. From time to time the information will be passed from the school to the LA and the Department to contribute to local and national statistics. These statistics will not allow individual pupils to be identified in the public domain and the information will not be used

for any other purpose. The information will also help to support teaching and learning strategies in schools and inform access planning for disabled pupils to help ensure that all children have the opportunity to fulfil their potential.

Administrative demands on schools will be reduced in the long term as schools should pass on this information for individual pupils to any other school to which they transfer, saving repeated and uncoordinated requests for this information from pupils and parents.

Comprehensive inclusion data

PLASC already makes it possible to link ethnic background information with other pupil data such as attainment. Similarly it will be possible to cross-reference data on first language, faith, Traveller status and disability to other data such as attainment data, which will greatly assist schools, authorities and central Government in monitoring attainment and taking appropriate action. For this to be effective, it is necessary that schools record these data categories for all their pupils.

Reluctance to provide information

If pupils or parents are reluctant to provide information they should be encouraged to do so but not be pressed. If pupils or parents are undecided, they should be invited to provide the information at a later date.

Acceptance of responses

Schools must accept the responses provided by pupils or parents. Sensitive personal data such as ethnic background, first language, faith, Traveller status and disability is regarded as personal to that pupil (the data subject) and the individual's decision should be respected. Further guidance on eliciting and dealing with pupil or parental responses appear in the sections relating to specific data areas.

Right to refuse to provide data

Any pupil or parent has the right to refuse to provide sensitive personal data. If a pupil or parent has actively refused to provide this information schools must not record a category that has been refused for that pupil.

Access by pupils and parents to sensitive personal data held by the school

Pupils or their parents have the right to see the pupil's personal files, including the ethnic background, first language, faith, Traveller status and disability data held by the school on the individual. They also have the right to have these data amended.

Role of pupils and parents in determining ethnic background, first language, faith, Traveller status and disability

We recommend that parents should determine the ethnic background, first language, faith, Traveller status and disability for children at primary school.

The Information Commissioner (formerly the Data Protection Registrar) has advised that pupils aged 11 and over are sufficiently mature to determine their own status regarding the data covered by this guidance. For pupils aged between 11-15 years old, we recommend that

decisions regarding a pupil's own identity are best made with the support and knowledge of their parent(s), in a family context.

The decision of a pupil aged 11–15 who is looked after by the local authority overrides that of the authority or the authority's designated carer.

(3) Benefits of collecting inclusion, equality and diversity data

The collection of the data covered by this guidance can make a major contribution to the planning and implementation of strategies which support the educational inclusion of all pupils. Linked to other data in the School Census, the likely benefits to schools, LAs and central Government will include:

- better information for schools about pupils transferring to them;
- better information at school, local and national level on the attainment of pupils with different needs;
- more effective allocation and targeting of resources to meet identified needs.

Once fully available, the data will therefore assist with the monitoring of attainment and with the allocation and targeting of resources both locally and nationally, for example to support groups whose attainments are below expected levels.

The data will give the DfES and its partners (such as OfSTED and QCA) the opportunity to evaluate national policies and to ensure that resources allocated from the centre are appropriate and effectively targeted.

At the school level, the collection of data directly relevant to issues of inclusion, equality and diversity offers further benefits. Collecting the information will give a clear message to children and parents that the identity of every child is recognised and valued within the school community and the data obtained will increase schools' knowledge of their pupils and the communities they serve.

The data will assist schools in meeting National Curriculum requirements relating to inclusion. The National Curriculum inclusion statement (see website at <http://www.nc.uk.net/inclusion.html>) requires schools to provide a broad and balanced curriculum for all pupils, with the National Curriculum as the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This approach is based on three main principles:

- (i) Setting suitable learning challenges;
- (ii) Responding to pupils' diverse learning needs;
- (iii) Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The data will therefore assist schools in creating effective learning environments in which all pupils can participate fully, using appropriate teaching, assessment and organisational approaches, and setting targets appropriate to different pupils. Data could also be used to support learning activities which challenge prejudice and negative attitudes of children towards difference. At the Foundation Stage, for example, the data could inform approaches to the teaching of 'Knowledge and understanding of the world' which helps children to explore, question and develop an understanding of issues of diversity.

The data will also provide schools and LAs with a valuable source of data to help them review, revise and develop their accessibility plans and strategies, respectively, required under the

Disability Discrimination Act 1995 (see web site at <http://www.teachernet.gov.uk/wholeschool/sen/schools/accessibility/dda/>)

(4) Data collection and recording processes

Collection of data on existing pupils

It is recommended that schools send parents (or pupils if of secondary school age) the data-checking sheet (produced by their standard management information system software) early in the Autumn Term 2006, as would be normal practice.

From January 2007, it is proposed to transfer data for existing pupils as part of normal Common Transfer File (CTF) procedures and, therefore, re-collection of these data will not usually be necessary.

In many cases the data will not change from year to year and the processes described in the preceding two paragraphs will be sufficient to maintain accurate records. However, there will be circumstances, especially with regard to a child's disability, where it is important that data records are amended when events occur or new information becomes available. Maintaining such data in this manner will ensure that schools and authorities comply with the Fourth Principle of the Data Protection Act 1998: 'Personal data shall be accurate and, where necessary, kept up to date'.

Collection of data on new pupils

Schools are recommended to gather information on a pupil's ethnic background, first language, faith, Traveller status and disability after parents have received confirmation of their child's place at the school. This should be done, wherever possible, at an early meeting with parents of new pupils. In some cases other approaches may be necessary. Many parents of disabled children will start the process of finding a school for their child before parents of a non-disabled child, especially if they know their child has specific access needs. The Personal Pupil Disability Data Form (see Section D4) could provide schools with a useful tool to manage that discussion and gather information so they can make any necessary access improvements before the disabled child starts at the school.

Software Issues

The Department will undertake discussions with software suppliers to ensure that their systems meet the guidance requirements, in preparation for the Schools Census 2007.

If collection goes ahead, full implementation of the guidance is not required until the Schools Census 2007. It should be noted that it is normal for the autumn release of software to occur late in the Autumn Term (in readiness for the Schools Census in January). For the Autumn of 2006 only, therefore, it is possible that schools will have data for their pupils which they are unable to record within their management information system. These data should be held and recorded when the new software has been installed. However, this should not prevent any preparatory work and, from the summer of 2006, schools should be encouraged to collect information for their new intakes on the basis of the new categories.

1 - In this document the word "parent" should be taken to have the definition of "parent" contained in Section 576 of the Education Act 1996. A "parent", therefore, may be any person who is a natural (biological) parent of a child, any person who has parental responsibility for a child or any person who has care of a child. Further, more detailed, information is available at http://www.standards.dfes.gov.uk/parentalinvolvement/pwp/parental_resp/

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The Proposals

3.1

Section E Collecting Data on Pupils' Ethnic Background

E1 Introduction

This section is not a new instruction and is included for reference purposes in recognition that ethnic background data, along with first language, faith, Traveller status and disability, have a common relevance and application to inclusion, equality and diversity. All schools are already collecting and recording data on pupils' ethnic background in accordance with DfES Guidance DfES/0002/2002 issued in January 2002, the key elements of which are summarised here. Please note: all instructions need to be read in conjunction with the data protection advice in Section 2.

In most cases, pupils transferring from other maintained schools will already have their ethnic background data recorded. Schools will mainly be collecting ethnic background data on pupils new to the maintained school system as part of the normal admissions process. We recommend that these data are collected at the same time as other personal data, which would also include data on first language, faith, Traveller status and disability.

E2 Collection of ethnic background data on new pupils

Schools should only gather information on a pupil's ethnic background after parents have received confirmation of their child's place at the school. This should be done, wherever possible, at an early meeting with parents of new pupils.

If no suitable meeting with the parents takes place, information should be requested by letter instead. A model letter which includes requests for ethnic background, first language, faith, Traveller status, and disability data is at Annex A. The letter should be sent to parents together with the completion form, a model of which is at the end of this section. Local variations of this form should be used where Local Authorities (LAs) are collecting data on extended ethnic background categories.

For new entrants to primary education, the data should be requested at the beginning of the school year in which the pupil reaches the age of 5, or when the pupil enters a reception class, if later. The data could also be sought when the pupil enters nursery or early years provision, if that is when initial contact with parents takes place.

For older pupils transferring from an independent school or a school outside England, the data should be requested on admission.

E3 Adoption of a more detailed breakdown of ethnicity for future local monitoring

For local monitoring purposes a number of LAs have adopted a more detailed ethnic breakdown than the national reporting categories listed in the model completion form at the end of this section. It is recommended that authorities avoid an unduly long list of local categories, which may over-complicate the collection process. Authorities are encouraged to consider whether their local needs could be met by using the national ethnic categories as far as possible and using other data (for example on pupils' first language) to provide more detailed information where required. It is recommended that LAs do not select ethnic background categories likely to contain fewer than 100 pupils within the authority as a whole across all year groups.

In order to enable realistic national comparisons to be made, it is important that local ethnic categories are mapped to the national categories on the same basis across all authorities. To assist LAs who have adopted an extended list of categories, the DfES maintains a 'key list' of local ethnic background categories, showing how these map to the national reporting

categories. This list is based on information previously obtained from authorities on patterns of local ethnic monitoring. The current key list and a table indicating which categories are used by individual LAs can be seen on the 'Collecting and Using Data' section of the DfES Ethnic Minority Achievement web site:

<http://www.standards.dfes.gov.uk/ethnicminorities/>

LAs and schools are strongly advised to refer to the key list to ensure that the ethnic background data they collect can be mapped correctly to the categories on this list. Authorities should consult the DfES if considering future changes to their list of extended categories.

If you intend to issue an extended ethnic background completion form to parents, the form should indicate how any additional local categories will be treated when the information is reported nationally. For example if you wish to identify 'White Western European' and 'White Eastern European' pupils separately, this should appear as follows on the form:

White

- British
- Irish
- Gypsy/ Roma
- Traveller of Irish Heritage
- Any other White background
 - Western European
 - Eastern European
 - Other

i.e. indicating that 'White Western European' and 'White Eastern European' pupils are categorised as "Any other White background".

The key list will be reviewed periodically in consultation with authorities to ensure that it takes account of any emerging requirements. Due to the implications of recollecting data in schools if categories are changed, authorities would need to consider carefully what benefits are likely to be gained from changes to their local extended categories.

E4 Ascription

The Guidance issued in January 2002 (DfES/0002/2002) contained detailed instructions in the event of schools wishing to ascribe ethnic background to pupils or groups of pupils. This procedure was most relevant when schools were recording data on large numbers of existing pupils in the transition period between the ethnic background categories used prior to 2002 and the ones currently in use. Advice on ascription can still be accessed on the 'Collecting and Using Data' section of the DfES Ethnic Minority Achievement web site.

E5 Reporting on Pupils' Ethnic Background

When providing summary statistics on pupils' ethnic background, especially in relation to achievement, the terms 'ethnic minority' or 'minority ethnic' are often used. It is recommended that the term 'minority ethnic' be defined as 'any ethnic group except White British' and that any summary analyses are produced and presented on this basis. In particular, it is not considered acceptable to summarise ethnic background data using an all-inclusive 'White' category.'

E6 Model Ethnic Background Recording Form (see separate downloadable document)

3.2

Section L: First Language Data Collection

L1 Introduction

L1a Following extensive consultation with Local Authorities (LAs), the Department proposes to adopt the new language categories (see Section L8) for all maintained schools, non-

maintained special schools and authorities in England. The consultations have shown that LAs and their schools have been using a variety of language category systems. The diverse nature of these category systems does not allow accurate cross-referencing and their continued use would require repeated re-collection of language data when pupils move. The implementation of the guidance will rationalise the recording of language information across all schools and LAs. This section of the guidance is intended to assist authorities in advising their schools on the collection and recording of new language data.

L1b It is proposed that the new language categories and coding will be mandatory for Schools Census returns from January 2007 and all Common Transfer File (CTF) data transfers from 1 January 2007.

In the case of some of the new language categories, authorities and schools will have the option of using language category sub-sets to reflect any local need for more detailed information. These sub-sets retain a coded link to the main language category and, unlike the pupil ethnicity sub-categories, will be transferable when a pupil moves between schools and LAs.

L1c The collection of good quality language data can make a key contribution to the planning and implementation of strategies which support the educational inclusion of all pupils, and particularly those who speak more than one language. Language fulfils an essential role for both children and adults in defining personal identity. For a child, the initial development of relationships and learning and the first exposure to social and cultural values occur through the vehicle of the languages acquired in early years.

Quality language data can therefore provide schools with a better understanding of the linguistic and cultural heritage of their pupils and of the communities they serve. By collecting information about the languages spoken by its pupils, a school also indicates to the minority language child and parent that their identity is recognised and valued within the school community.

Real benefits can emerge from recognising, valuing and building on the linguistic heritage of children from minority language communities. Research shows that growing up in a supportive bilingual environment can give children an advantage in their educational career and have a positive effect on attainment. Encouraging bilingual development can therefore create the opportunity for children to develop fully their abilities and achieve excellence.

The recognition and valuing of linguistic diversity can also contribute to the building of a language-friendly environment which benefits all children by creating the conditions which encourage greater language awareness and an openness to different cultures and which in turn facilitates language learning for all.

The collection of good quality language data can therefore make a significant contribution to the implementation of specific Government strategies. The valuing of linguistic diversity and of minority language communities directly supports the goals of the Department's 'Aiming High' strategy for raising minority ethnic pupils' achievement. Quality language data will also be relevant to the implementation of the National Languages Strategy, 'Languages for All: Languages for Life', which sets out plans to transform the country's capability in languages and broaden and enrich the opportunities for language learning at school and beyond. Drawing on the skills and expertise of those who speak community languages will also complement the Government's broader work on the promotion of social cohesion.

L1d Linked to other data in the Schools Census, the benefits of good quality language data, in addition to those listed in the introduction to this guidance, will include:

- use of language information alongside ethnicity data to provide better information about pupils;
- better information at school, local and national level on the attainment and progress of pupils learning English as an additional language (EAL);
- more effective allocation and targeting of language support resources, including bilingual support and interpreting and translation provision.

If the school wishes, information on first language can also be linked to other language information which a school may choose to collect in order to build a more comprehensive profile of the language skills and abilities of its pupils. (Further guidance about the data options available in the Common Basic Data Set (CBDS) is contained in L5b). This information may be useful locally in the planning of modern language teaching and in the mapping of community language provision.

L2 Existing Language category systems – changing to the new category list

LAs will fall into two broad categories:

(i) In many authorities, schools will already be collecting and recording language information for their pupils, for the purposes described earlier. For schools in these LAs, with the support of LA data management, language specialist and technical staff, the change to the new category list should in most cases be possible to accomplish by means of a direct mapping process.

(ii) In some LAs, schools have not been collecting language information for their pupils or may have been using a restricted list of language categories. In most instances this will have occurred where it was considered that the pupil population was predominantly English speaking.

- If this is indeed the case then the exercise should only require the collection of language data for a small minority of pupils. However, schools may wish to revisit the data relating to specific pupils where they consider that this may not be sufficiently robust.
- Where this is not the case, schools may require extensive support from LA data management, language specialist and technical staff. These staff are strongly advised to make use of the supporting guidance available on the website (see L6) and to seek support from the central staff listed earlier in this guidance.

L2a Local Authorities using local language categories

LAs may be using local language categories for monitoring purposes. In such cases, the authority needs to undertake a mapping exercise to determine whether their local categories may be mapped to the new categories. The Department will be offering a guidance service to assist Authorities with this exercise, and LAs are also strongly advised to refer to the extensive language mapping reference document on the web site (see L6).

- Where a single local category may be mapped to a single new category and the new code is the same as the local code, then existing codes need not be altered. In particular, it should be noted that the code for English is ENG; if the local code for English is the same, the majority of pupil language records will therefore not need altering.
- Where a single local category may be mapped to a single new category but the codes are not the same, then a simple transformation to the new code should occur. This may be achieved either automatically or manually.
- Where two or more local categories map to a single new category, a simple transformation to the new code can occur as above.
- Where a single local category maps to two or more new categories or the local category cannot be mapped to any new category, no simple transformation can occur.
- Where the data holder knows the new category which is applicable then the new code may be recorded without requiring contact with the pupil or parent concerned.
- Where the data holder does not know the new category which is applicable then contact with the pupil or parent concerned may be required to ascertain the correct new code to be recorded. This situation will occur with all pupils who have been recorded as 'Other' (OTH) using the previous CBDS categories.

L2b Local Authorities using previous CBDS language categories

For LAs using the list of language codes and descriptions included in previous CBDS documentation, a specific mapping list will be provided on the web site to assist with the above procedures.

L3 New Language category list

The new language category list is intended to provide schools with the opportunity to record and return language data for the large majority of pupils on roll and ensure that use of the 'Other Language' category is minimised.

The composition of the list is based mostly on information obtained from extensive sampling of recent local authority language surveys and particularly of surveys conducted by LAs with significant ethnic and linguistic diversity². The list covers all languages represented by high numbers of pupils and also lower frequency languages selected according to their social significance in the countries of origin. The criteria for this selection include official status or other forms of national recognition, e.g. authorised usage in education or media, demographic significance and function as language of wider communication for smaller linguistic communities, i.e. usage as a lingua franca.

These criteria have been used to ensure a wide coverage of ethnic groups and nationalities, including in particular those represented by underachieving or mobile pupil groups. The list should therefore enable schools to obtain accurate language data for pupils for whom this has not been available, e.g. those of Black African origin who have often been recorded under the 'Other Language' category or as speakers of a European language such as English or French rather than their African language.

The full category list is included in Section L8.

L4 Deciding on local category sub-sets

The option of using sub-sets is available in the case of some language categories. The sub-sets represent frequently used and/or distinctive varieties of the language category, e.g. regional dialects or closely related languages which can be grouped under the given category. Section L7b gives more specific information about the language categories for which sub-sets are available.

The use of sub-sets is best determined by local circumstances and priorities. For example, authorities may wish to use sub-sets for a particular category if one or more of the sub-sets is represented by significant numbers of pupils locally and/or the distinction between sub-sets is considered to be necessary for other reasons. Further advice on the use of sub-sets for specific categories is provided in Section L7b.

L5 Seeking language information from pupils or parents

As previously stated, it will not be necessary to seek language data from parents where a pupil's first language is already known. In those cases where the information needs to be sought, the following advice will be useful.

L5a Defining a pupil's first language

It is proposed that, for the purposes of obtaining language information for the Schools Census 2007, a child's 'first language' should be recorded.

A first language other than English should be recorded where a child was exposed to this language during early development and continues to use this language in the home or in the community.

If a child was exposed to more than one language (which may include English) during early development and the main language was other than English, that language should be recorded, irrespective of the child's proficiency in English.

In the relatively infrequent case of an older pupil for whom a language other than English acquired at a later stage in the child's development has become the main language in the home, the school should consult with the pupil to determine which language should be recorded.

L5b Collecting multiple language information outside the Schools Census

It should be noted that although the pupil's 'First Language' only is required for the Schools Census, the 'Language' and 'Language Type' fields in the CBDS offer the option of recording other types of pupil language usage in addition to 'first language'. These include 'Home Language', 'Multiple First Language', 'Second Language' and 'Tuition Language.'

Schools, parents and/or pupils may wish to make use of this facility for recording multiple languages in order to collect information, under an appropriate type of usage, about other languages known or used by pupils. This option would be particularly useful in the case of pupils speaking more than one language, but would also be useful in providing information about languages learnt by any pupil through tuition either at school or in the local community.

L5c Supporting pupils and parents in providing language information

In most cases the collection of language information should be a relatively simple process. Some pupils or parents, however, might be reluctant to provide the information requested or might offer an incomplete response. Pupils or parents may be reluctant to respond if they believe that:

- the school might favour respondents who describe themselves as speakers of English, particularly if the pupil population in the school consists mostly of English-only speakers;
- the name of their language might not be known to the school; and
- their language has a relatively low status or might be perceived as such by those asking for the information.

In such cases, pupils or parents may need to be given support in providing the information. In general, both pupils and parents will be encouraged to respond more openly and confidently if a positive attitude to multilingualism and linguistic diversity is promoted within the school. The collection of language information will also be assisted if staff directly involved in the process have the opportunity to consult the additional guidance material available on the web site and to develop their awareness of these issues.

Pupils or parents who remain undecided or reluctant to provide information despite being encouraged to do so should not be pressed. In these circumstances the school should consider one of the following approaches:

- the pupils or parents could be invited to provide the information at a later date;
- in the case of new pupils, accurate data may be more easily obtained if the pupil is first allowed time to settle in the school;
- the school may be able to ascribe a language if they are confident that they can base this on valid information, with pupil or parent confirmation obtained at a later stage.

Some schools may also wish to support the process of collecting language information by using a variety of approaches. Individual cases could be followed up by a member of staff who knows the child well or by specialist EAL staff. A strategy which may be suitable across year groups or whole classes, and particularly in the case of older children and in areas of high linguistic diversity, is for schools to use language surveys.

L5d Acceptance of responses

As previously stated, schools should respect as far as possible the responses provided by pupils or parents. Those involved in the collection of language information need to be aware, however, that the same language may be returned under more than one name or by the name of a local variety or dialect. Responses which do not appear to match any category specified in the look-up table should therefore be checked to ascertain whether they need to be recorded under one of the specific categories rather than under 'Other Language'. For this purpose schools are strongly advised to use the extensive language mapping reference document on the web site (see Section L6).

Some pupils or parents may provide only partial information for the reasons described in the previous section, and proficiency in a particular language may be understated or overstated depending on the perceived status of that language.

L5e Presenting the category list to pupils and parents

It is not envisaged that there are any circumstances when it would be appropriate to present the complete language category list to a pupil or parent. In many cases, in authorities where the predominant first language is English, the names of languages other than English may be ascertained by asking respondents to name the language.

In areas with wider linguistic diversity, it would be appropriate to present a list of languages which experience suggests would account for over 90% of the target population and to ascertain the remainder by asking respondents to name the language. The extent of linguistic diversity may vary significantly between different areas within a Local Authority. In such cases, it would not be appropriate to provide a comprehensive list for use in all schools in the LA. Where possible, any lists presented should take account of the particular circumstances in a school or the communities it serves.

As is the case when communicating with pupils and parents from minority language backgrounds on any matter, schools should consider the possible need for translation and/or interpreting support.

L6 Further information

To assist with the implementation of the new language categories the Department will provide additional support and information on the Ethnic Minority Achievement web site. The web site address is (<http://www.standards.dfes.gov.uk/ethnicminorities/>) and copies of this guidance and other useful material will be posted on this site.

To assist schools and LAs with the collection of language data, the following guidance material will be available on the web site:

- an extensive language mapping reference document giving variant names of languages with mappings to the new language categories and additional information relating to each of the language categories;
- a list of countries indicating the main languages spoken;
- common issues arising from the collection of information on certain languages.

The web site will also have links to other information relevant to bilingual pupils and to the raising of ethnic minority achievement.

L7 Notes on the New Language Category List

L7a The language category list consists of 250 categories with related 3-letter codes. In addition to the specific language categories, the list also includes categories for 'Other Language', 'Other Sign Language' and 'Classification Pending' (see L7c).

For 20 of these language categories there are optional sub-sets with related 4-letter codes (see L7b). In all cases, the first three letters of the sub-set code are the same as the 3-letter code of the category to which the sub-set belongs.

The following conventions are used for the category descriptors.

- Brackets generally serve to indicate a variety of the language category and are used to identify most sub-sets. The name of a country in brackets indicates the place of origin of the language; it is not intended to indicate the country of origin of the pupil although the two may be the same.
- The word 'Any' in brackets identifies those categories covering under one name a particularly diverse range of linguistic varieties, e.g. 'ljo (Any)'. Information about the varieties covered by each of these categories is provided in the language mapping reference document on the web site (see Section L6 above). It should be noted here that categories not identified in this way may also include highly distinct linguistic varieties.
- A forward oblique is used to combine alternative names for a language category, e.g. 'Swahili/Kiswahili', or to combine the names of closely associated or overlapping linguistic varieties, e.g. 'Dutch/Flemish'.
- A hyphen is used to combine linguistic varieties which are very closely related and/or together form a distinct group which may be conveniently recorded as a single category for the purposes of data collection, e.g. 'Efik-Ibibio'.

L7b The option of using sub-sets is available in the following cases:

- (i) where the sub-sets include linguistically distinct varieties of the related category, and where their use is advisable, particularly if some of them are already in use locally and/or large numbers are involved: Arabic, Bengali, Chinese, Italian, Kurdish, Panjabi, Swahili/Kiswahili;

- (ii) where the sub-sets represent more closely related linguistic varieties distinguished by nationality, and where their use is best determined by local circumstances and priorities: Malay/Indonesian, Persian/Farsi, Romanian, Serbian/Croatian/Bosnian;
- (iii) where the sub-sets are currently widely used but where the use of category rather than sub-sets is acceptable because the sub-sets represent closely-related linguistic varieties with a common written standard: Akan/Twi-Fante;
- (iv) where sub-sets are available to allow direct mapping to ISO3 categories, but where the use of category rather than subsets is advisable because numbers involved are likely to be low and sub-sets are closely related and/or may present difficulties with identification: Ambo/Oshiwambo, Berber/Tamazight, Luba, Manding/Malinke, Ndebele, Runyakitara, Sotho/Sesotho, Visayan/Bisaya.

L7c The language code to be entered for a child depends on which of the following situations applies:

- (i) the child's language is known: in this instance the child's correct language should be identified from the new list and the code entered accordingly; in a very few cases, where the correct language does not occur in the new category list, it will be appropriate to enter the code 'OTH' ('Other Language').
- (ii) the child's language has not yet been identified: the code 'ZZZ' ('Classification Pending') should be entered, not 'OTH' ('Other Language'), to indicate that the child's language has not yet been identified; this information should be sought and updated when convenient.

L7d In the initial period of adopting the new category list some schools may wish to use a data 'map' to automate the process of converting from an existing language category list to the new list. In this instance, the data map should link any existing 'Other' category to 'ZZZ' ('Classification Pending'). If required, the correct language information for those children recorded as 'Classification Pending' following the conversion may be updated when convenient.

L8 The table containing the new language categories is available for download on the Ethnic Minority Achievement web site at <http://www.standards.dfes.gov.uk/ethnicminorities>. It can also be seen in the **separate downloadable document**.

2 - In the case of London Authorities, information was also obtained from the Languages of London Project data published in 'Multilingual Capital' (Published 2000, ISBN 1 903292 00 X).

3 - International Organisation for Standardisation

3.3

Section F: Faith Data Collection

F1 Introduction

Many schools already record data on the religious faith of pupils for their own inclusion, worship and school management purposes. Faith data is, however, proposed as a new DfES requirement and the Department is therefore requesting that schools collect and record this information in a common format which can be mapped back to national Census categories. For those schools that are not already collecting this information, there are sound data analysis and inclusion reasons for doing so.

Since the introduction of PLASC in 2002 (now the Schools Census) the value of being able to cross-reference data such as ethnic background data with achievement data has been considerable in terms of monitoring, planning, target setting and teaching and learning processes. Religious faith is a significant personal identifier for many pupils and their families and there is therefore likely to be considerable value in also being able to cross-reference pupils' faith data with achievement data.

There are inclusion and good management reasons for schools to know the faith of their pupils. The data will assist schools with the promotion of a school ethos and a learning environment where all pupils feel that their background, heritage, language and faith are both recognised and valued. The information will help school management in making appropriate provision for

pupils' dietary requirements, in developing appropriate policies on collective worship and uniforms, and in curriculum planning. Effective monitoring can then ensure that no pupil is disadvantaged or treated less favourably on account of their faith.

Information on pupils' faith is particularly relevant to two of the three key principles set out in the National Curriculum inclusion statement 4 referred to earlier:

- responding to pupils' diverse learning needs; and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The approaches based on these principles may include, for example, ensuring that pupils are able to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education. Teaching and learning should take into account pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, for example in science, design and technology, ICT and art and design.

Other school experiences may be conditioned by pupils' faith. Pupils' or parents' religious observance may affect school attendance, the take-up of activities out of school hours and parents' ability to attend functions such as parent evenings; pupils' faith may therefore be a consideration for schools in the planning of activities and events such as the setting of dates for exams or school trips. Pupils' faith or perceptions of pupils' faith could also be a factor in aspects of intolerant behaviour and bullying.

F2 Faith category list

A list of categories is provided in the following section for the purpose of collecting faith data. This list is based on an analysis of the returns to the religious faith question in the 2001 national population Census in England; categories included in the list represent those identified by 0.01% (or more) of the respondents. This list is intended to be sensitive to the religious diversity of the pupil population and as comprehensive and objective as possible while remaining of manageable size to schools.

A model form for the collection of faith data with the list of faith categories is included in the following section (F3).

F3 Model form for the recording of Faith data (see separate downloadable document)

4 - This can be viewed in full at: <http://www.nc.uk.net/inclusion.html>

3.4

Section T: Traveller Status Data Collection

T1 Introduction

The national ethnic background data categories include two distinct ethnic group categories, Gypsy/Roma and Travellers of Irish Heritage, which are recognised minority ethnic groups within the terms of the Race Relations Acts. **Data on these pupils is collected within the ethnic categories in the School Census and this collection of data about Traveller status will be additional data to that collected within the ethnic category collection in the School Census⁵.**

This Traveller status data collection sets out to record those groups of pupils who **currently and/or periodically** lead a Traveller lifestyle for whatever reason. Although some of these groups might identify themselves as, and or, be termed Travellers, they are not necessarily minority ethnic groups within the legal sense. The groups may include pupils from the two ethnic groups referred to above if they lead a Traveller lifestyle (Gypsy/Roma and Travellers of Irish Heritage)⁶, as well as other groups including Fairground families (Show People), Circus families, New Traveller families, Bargees and others living on boats⁷.

It is recognised that a Traveller lifestyle may be in tension with full participation in, and continuity of educational experience. The collection and recording of data on Traveller status is

therefore important because the information can help Local Authorities (LAs) and schools in ensuring that all children, including the children of Travellers, get the best possible education.

T2 Seeking information from parents or pupils

As with other sensitive personal data, parents or pupils who are 'Travellers' (in the generic sense) should not be pressed to provide this information. However, parents could be supported in providing the information by LA Traveller Education Services. The staff of these services may be able to assist schools in reassuring parents that the data will only be used to support the learning needs of their children and ensure that they will benefit from the education to which they are entitled.

Schools should explain to parents the reasons why the collection of this information is important and why it will help schools offer the best quality and most relevant education for their children. In communicating with parents of Traveller pupils, school staff should be sensitive to the fact that not all Traveller parents are literate⁸.

Parents and pupils of Traveller communities will be encouraged to respond more openly and confidently if a positive attitude to their culture is promoted within the school. LA Traveller Education staff may be able to offer guidance and information to schools on the history and culture of Gypsy and Traveller communities and on how best to support pupils from these communities. Authorities and schools should also consider making links between the collection of Traveller Status Data and strategies for implementing the aims of the Department's 'Aiming High' initiative that focuses on raising the attendance and achievement of Gypsy and Traveller children.

A model form for the collection of Traveller Status Data is included in the following section (T3).

T3 Model form for the collection of Traveller Status data (see separate downloadable document)

5 - These two categories include pupils who may identify themselves as Gypsies, Romany Gypsies, Travellers, Irish Travellers, Traditional Travellers, Romanichals, Romanichal Gypsies, Scottish Gypsies/Travellers, Welsh Gypsies/Travellers, Kaale and Roma.

6 - Gypsy/Roma and Travellers of Irish Heritage who live in permanent or static housing, but who periodically resort to a Traveller lifestyle during some periods of the school year, should also be included.

7 - Pupils with Fairground (Show people), Circus, New Traveller and Bargee backgrounds, who live in permanent or static housing, but who periodically resort to a Traveller lifestyle during some periods of the school year, should also be included.

8 - The DfES will publish guidance in 2005 aimed at helping schools and other stakeholders in the process and management of the collection of sensitive data from communities which lack confidence in administrative processes.

3.5

Section D: Disability Data Collection

DI Introduction

DIa The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover Education. Since September 2002 schools and Local Authorities (LAs), have been under a duty:

- not to treat disabled pupils (or prospective disabled pupils) less favourably for a reason relating to their disability, than someone to whom that reason does not apply, without justification;
 - to make reasonable adjustments/steps so that disabled pupils (or prospective pupils) are not at a substantial disadvantage in comparison to those who are not disabled, without justification;
- and

- to plan strategically to increase access to schools over time (including planning to increase access to the school premises and to the curriculum and providing written materials in alternative formats to ensure accessibility of those materials for disabled pupils).

D1b The Disability Discrimination Act 2005 will introduce a statutory duty on public authorities, including schools and LAs to promote equality of opportunity for disabled people. Schools and LAs will be required to have due regard to the need to:

- eliminate unlawful discrimination against disabled people;
- eliminate harassment of disabled people that is related to their disabilities;
- promote equality of opportunity for disabled people;
- promote positive attitudes to disabled people; and
- encourage disabled people to participate in public life.

Schools will need to use their existing mechanisms to demonstrate how they are:

- assessing the impact of their activities on equality for disabled people
- improving outcomes for disabled people
- monitoring whether outcomes are improving for disabled people; and
- using the results of their monitoring.

D1c To meet all these duties successfully, in respect of disabled pupils, schools and LAs will need to collect information so that they understand the nature of the disabled pupil population for whom they are responsible and to help in planning and monitoring provision and improving outcomes. They will also need to monitor the progress they are making to ensure that disabled pupils and prospective pupils have access to all aspects of school life.

D2 Why we need to collect disability data in addition to data on Special Educational Needs

D2a Many pupils identified as having a special educational need will also be disabled. The definition of special educational needs includes “Children who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority”.

However, not all pupils defined as disabled under the DDA will have a special educational need. For example some pupils who have a long term medical condition (this might include pupils with diabetes, epilepsy, HIV, cancer, cystic fibrosis and severe asthma) might not have a special educational need but might meet the DDA definition of disability: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

More information about the definition of disability and who is covered can be found in the Disability Rights Commission (DRC) Code of Practice for Schools which may be downloaded from

<http://www.drc-gb.org/publicationsandreports/pubseducation.asp>

Other disabled pupils who might not have a special educational need might include pupils with severe disfigurements, progressive conditions such as muscular dystrophy and impairments such as short stature. Disabled pupils who do not have a special educational need have rights under the DDA: if these are not recognised and addressed, the pupils’ performance at school could be adversely affected.

D2b A school will need to be able to review its planning arrangements, policies and procedures on a regular basis to ensure that it does not discriminate against any of its disabled pupils. A robust mechanism of data collection is essential to this process.

The disability data proposed for collection will help schools and LAs to::

- identify the number and nature of the disabled pupil population;
- audit and identify the progress they are making in improving access to the physical environment of schools, to the curriculum and to the provision of written materials;
- enable local and national evaluation of policies designed to make all aspects of school life accessible to disabled pupils; and

- show where specific provision might be better targeted or where policies ought to be adjusted.

We anticipate burdens on schools in collecting this data will be reduced in the long term as schools should pass on this information for individual pupils to any other school to which they transfer and will only need to be updated if there is a change.

D3 Seeking information from parents and keeping school records up to date

D3a It is always necessary to ask parents and or pupils if they have a disability as disability is not always immediately obvious and there may be no visible signs. It is also essential that disability data is checked regularly with pupils or those with parental responsibility. For some pupils, their impairment will have been apparent from birth or before; for others, their impairment will develop or become apparent only gradually, including during their time at school. Pupils at school could also acquire a disability at any time as a result of a recently diagnosed medical condition or due to an accident.

Checking disability information could be part of the admissions process and would be done subsequently through the school's routine annual data checking review with parents during the Autumn Term. Many parents of disabled children will start the process of finding a school for their child before parents of a child without a disability, especially if they know their child will have specific access requirements. The Personal Pupil Data Disability Form could provide a useful tool to facilitate the discussion about a child's needs and abilities. Parents' should also be encouraged to tell the school as and when the information they hold about their child changes.

D3b The reactions of the parents' of disabled children, when they receive requests for information about their child's needs, can vary enormously and cannot be predicted. Many parents of disabled children and disabled pupils themselves can become weary and stressed by providing what they perceive to be the same or similar information for the range of agencies and organisations that help and support them. Schools and LAs must remember parents of disabled children will have a unique knowledge about their child and have the right to be respected for their views and know that they are valued. They will want to be assured that the information they are asked for is necessary and will be used to help make improvements to their child's access to education and add value to their experiences at school. It also must be remembered any parent or pupil has the right to refuse to provide sensitive personal data. If the parent or pupil has actively refused to provide this information, schools must not record information based on their own knowledge and understanding of the pupil.

D3c In some instances the information a school needs to know about a pupil will relate to their medical needs. Parents have the prime responsibility for their child's health and should provide schools with information about their child's medical condition. If appropriate, parents or the pupil should obtain details from their GP or paediatrician. The school doctor or nurse, or a health visitor and specialist voluntary bodies, may also be able to provide additional background information for staff. Parents should tell the school about the medicines that their child needs to take and provide details of any changes to the prescription or the support required. However, staff should make sure that this is the same information as that provided by the prescriber.

4

How To Respond

4.1

If you would like to comment, you can complete the online response form or download a word version from this website.

Responses can be sent:

by post, to:

Consultation Unit

Department for Education and Skills

Area 1A

Castle View House

East Lane

Runcorn

Cheshire

WA7 2GJ

or, by e-mail, to: InclusionData.CONSULTATION@dfes.gsi.gov.uk

All responses must be received by 8 August 2005.

F3 Model form for the recording of Faith data

Personal Pupil Data: Religion/Faith

What is Your Religion?

The Information Commissioner (formerly the Data Protection Registrar) has advised that pupils aged 11-15 are considered capable of deciding their own personal identity in terms of ethnic background, first language, faith, Traveller status and disability. The DfES recommends that this decision be made with the support and knowledge of those with parental responsibility. Pupils aged 16 and over are recommended to make their own decision.

Please tick one box only

- | | |
|--|--------------------------|
| None | <input type="checkbox"/> |
| Christian | |
| ♦ Church of England/Anglican | <input type="checkbox"/> |
| ♦ Roman Catholic | <input type="checkbox"/> |
| ♦ Church of Jesus Christ of Latter Day Saints (Mormons) | <input type="checkbox"/> |
| ♦ Greek Orthodox | <input type="checkbox"/> |
| ♦ Jehovah's Witness | <input type="checkbox"/> |
| ♦ Methodist | <input type="checkbox"/> |
| ♦ Other Orthodox Church | <input type="checkbox"/> |
| ♦ Pentecostal | <input type="checkbox"/> |
| ♦ Religious Society of Friends (Quakers) | <input type="checkbox"/> |
| ♦ Salvation Army | <input type="checkbox"/> |
| ♦ Seventh Day Adventist | <input type="checkbox"/> |
| ♦ Unitarian | <input type="checkbox"/> |
| ♦ Any Other Christian | <input type="checkbox"/> |
| Muslim | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> |
| Sikh | <input type="checkbox"/> |
| Jewish | <input type="checkbox"/> |
| Buddhist | <input type="checkbox"/> |
| Other Religion | |
| ♦ Spiritualist | <input type="checkbox"/> |
| ♦ Humanist | <input type="checkbox"/> |
| ♦ Wicca | <input type="checkbox"/> |
| ♦ Rastafarian | <input type="checkbox"/> |
| ♦ Baha'i | <input type="checkbox"/> |
| ♦ Zoroastrian | <input type="checkbox"/> |
| ♦ Taoist | <input type="checkbox"/> |
| ♦ Personal Belief System | <input type="checkbox"/> |
| ♦ Any Other Religion | <input type="checkbox"/> |
| I do not wish a religious category to be recorded | <input type="checkbox"/> |

(The information provided will be used to support teaching and learning in the school and help to ensure that all pupils have the opportunity to fulfil their potential. The information will also be passed on to future schools to minimise the need for re-collection. From time to time the information will be passed on to the Local Authority and the Department for Education and Skills (DfES) to contribute to local and national statistics. These statistics will not allow individual pupils to be identified in the public domain.)

Inclusion, Equality and Diversity: Data

Consultation Response Form

The closing date for this consultation is: 9 August
2005

Your comments must reach us by that date.

department for

education and skills

creating opportunity, releasing potential, achieving excellence

The information you send to us may need to be passed to colleagues within the Department for Education and Skills and/or published in a summary of responses received in response to this consultation. We will assume that you are content for us to do this, and that if you are replying by e-mail, your consent overrides any confidentiality disclaimer that is generated by your organisation's IT system, unless you specifically include a request to the contrary in the main text of your submission to us.

The Department may, in accordance with the Code of Practice on Access to Government Information, make available on public request, individual consultation responses. This will extend to your comments unless you inform us that you wish them to remain confidential.

Please tick if you want us to keep your response confidential.

Name

Organisation (if applicable)

Address:

Further information may be obtained from the following contacts:

On data collection:

Simon Grigor
Department for Education and Skills
6Q Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Tel: 020 7925 3859
e-mail: simon.grigor@dfes.gsi.gov.uk

On ethnic monitoring:

Paul Jackson
Department for Education and Skills
2P Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Tel: 020 7925 5561
e-mail: paul1.jackson@dfes.gsi.gov.uk

On First Language:

Paul Jackson
Department for Education and Skills
2P Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Tel: 020 7925 5561
e-mail: paul1.jackson@dfes.gsi.gov.uk

On Faith:

Paul Jackson
Department for Education and Skills
2P Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Tel: 020 7925 5561
e-mail: paul1.jackson@dfes.gsi.gov.uk

On Travellers:

Sheila Longstaff
Department for Education and Skills
2N Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Tel: 020 7925 5431
e-mail: sheila.longstaff@dfes.gsi.gov.uk

On Disability:

Alison Thompson
Department for Education and Skills
4D Caxton House
Tothill Street
London SW1H 9NA
Tel: 020 7273 5359
e-mail: alison.thompson@dfes.gsi.gov.uk

Further information on ethnic monitoring issues is available on the DfES web site:
www.standards.dfes.gov.uk/ethnicminorities

If you have a query relating to the consultation process you can contact the
Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 311

e-mail: consultation.unit@dfes.gsi.gov.uk

Please mark an 'x' in the box below that best describes you as a respondent

Local Authority/Local
Education Authority

School

School
Software
Supplier

Other Government
Department (please
state which one)

DfES partner
organisation
(please state
which one)

Other
organisation
(please state
which)

Individual

Please Specify:

1 General:

Does the document make clear the links between the planned data collection and issues of inclusion, equality and diversity?

Yes No Not Sure

Comments:

2 Data Protection: Is the information on Data Protection issues in the introduction and, where applicable, in the specific sections, sufficiently clear?

Yes No Not Sure

Comments:

Ethnic Background Data Collection : Respondents may have had experience of the Ethnic background data collection in 2003.

3 Are there any aspects of the abbreviated guidance here that ought to be given greater or lesser emphasis?

Yes

No

Not Sure

Comments:

Nominating additional “extended” ethnic background categories

In preparation for the collection of ethnic background data in schools in 2003, local education authorities had the opportunity to submit to the DfES proposed “extended” ethnic background categories for local use that mapped back onto the main categories for national reporting. This consultation gives an opportunity for local authorities to review their extended category list, if applicable, and nominate any additional “extended” ethnic group category for which a pressing need to monitor data has emerged.

If LAs wish to nominate additional categories or change their current list of extended categories (subject to confirmation by the DfES), please submit these separately to Simon Grigor at the DfES on simon.grigor@dfes.gsi.gov.uk. (LAs should be aware that in most cases, changes to their current extended ethnic background categories would require recollection of their ethnic background data from some or all pupils or parents.

The current Key List of extended categories can be viewed at:

<http://www.standards.dfes.gov.uk/ethnicminorities/collecting/763919/764021/>

If you have trouble accessing the Key List, please contact Paul Jackson on 020 7925 5561 or paul1.jackson@dfes.gsi.gov.uk

4 (Local Authorities only - please see pre-question text)

Comments:

5 First Language:

Is the new language list sufficiently comprehensive for the purpose of meeting your local language data collection requirements?

Yes No Not Sure

Comments:

6 First Language:

What further advice or information do you believe would assist local authorities and schools in preparing for and implementing the collection of language data?

Comments:

7 Faith:

Is the list of faith categories comprehensive for the purpose of meeting your local faith data collection requirements?

Yes

No

Not Sure

Comments:

8 Faith:

What further advice or information do you believe would assist local authorities and schools in preparing for and implementing the collection of faith data?

Comments:

9 Travellers:

What further advice or information do you believe would assist local authorities and schools in preparing for and implementing the collection of Traveller status data?

Comments:

10 Travellers:

Does the Traveller section make clear the distinction between Traveller status data and ethnic background Traveller data?

Yes

No

Not Sure

Comments:

11 Travellers:

Is the model Traveller status response form clear to parents or pupils?

Yes

No

Not Sure

Comments:

12 Disability:

Does the guidance make clear what information parents are being asked to return and why?

Yes

No

Not Sure

Comments:

13 Disability:

Does the Disability Data collection form make clear what information parents are being asked to return?

Yes

No

Not Sure

Comments:

14 Disability:

Does the form include sufficient information to encompass all the disabled pupils a school might have?

Yes

No

Not Sure

Comments:

15 Disability:

Is the data proposed for collection sufficient to help schools and LAs to meet both their new and existing duties under the Disability Discrimination Act 1995?

Yes

No

Not Sure

Comments:

16 Disability:

What further advice or information do you believe would assist local authorities and schools in preparing for and implementing the collection of disability data?

Comments:

17 Electronic access:

What elements of the guidance, if any, would be better as accessed solely as a internet/web site based resource?

Comments:

18 Do you have any other comments or suggestions you would like to make about the clarity, content or purposes of this document?

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

Code of Practice on Consultation

All UK national public consultations are required to conform to the following standards:

1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
5. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.

Further information on the Code of Practice can be accessed through the Cabinet Office Website: <http://www.cabinetoffice.gov.uk/regulation/consultation-guidance/content/introduction/index.asp>

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 9 August 2005

Send by post to:

Consultation Unit
Department for Education and Skills

Area 1A
Castle View House
East Lane
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: InclusionData.CONULTATION@dfes.gsi.gov.uk