

# **SDEP Anti-Racism**

## **Self-Evaluation Framework**

### **Background & Context**

This framework has been developed to accompany the ASPEP/SDEP document ‘Improving Local Authority Educational Psychology Services in Scotland: A Self-Evaluation Framework’. The Anti-Racism Self-Evaluation Framework aims to provide a structured approach for evaluating and improving Anti-Racist practice in Educational Psychology in Scotland, with the aim of ensuring that services are equitable, inclusive, and are equipped to provide a culturally sensitive service delivery.

This framework should be used in conjunction with the ASPEP position paper on Anti-Racism: <https://www.aspep.org.uk/wp-content/uploads/2025/03/Anti-Racism-Position-Paper-March-2025-1.pdf>

It can also be used in conjunction with other SDEP Anti-Racism resources, including the Anti-Racist Action Toolkit and Cultural Competence Self-Assessment Tool.

This document is organised under the following key indicators:

1.2	Leadership of change
1.3	Leadership and management of staff
2.1	Consultation, assessment and intervention
2.2	Professional learning
2.3	Research and strategic development
2.4	Partnership
3.1	Ensuring wellbeing, equality and inclusion

Quality indicators across the themes of leadership at all levels, service delivery, and successes and achievements allow services to take a closer look at how well aspects of the service are working to promote anti-racist practice.

The purpose of this framework is to instigate meaningful discussion, reflection and change, and as such should be completed as part of a collaborative, robust and critically reflective process rather than a one-off activity. Services may wish to use this framework as a live

document, and it should be reviewed at least annually for monitoring and ongoing evaluation.

Services may wish to work with another Educational Psychology Service (EPS) to review each other's practice and focus on strengths and areas for development.

## **Use of Language**

This document uses the term 'BPOC' (Black and People Of Colour) as an umbrella reference to ethnic minority groups in Scotland. While other terms (BAME, BIPOC, and POC) may be used, language is continually evolving. For consistency, we have opted for 'BPOC'; however, individual preferences within these communities should always be respected. We acknowledge that using broad terms to describe diverse, non-homogeneous populations can be challenging, however we will be making use of such terms for the purposes of this self-evaluation document.

Our work and this document do not aim to create hierarchies among the experiences of groups facing inequity. We explicitly recognise the importance of intersectionality in our approach, emphasising that any efforts to reduce inequity for one group should advocate for equity across all groups. Although this document focuses on Anti-Racism, we believe that the underlying principles of justice, equity and equality outlined here should be applied broadly to support any individuals or groups facing inequity, discrimination, and injustice, particularly those highlighted in the Equalities Act 2010.

## **Abbreviations**

ASPEP – Association of Scottish Principal Educational Psychologists

BAME – Black And Minority Ethnic

BIPOC – Black, Indigenous, and People Of Colour

BPOC – Black and People Of Colour

CPD – Continuing Professional Development

EP – Educational Psychologist

EPS – Educational Psychology Service

LGBTQIA+ - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others

POC – People of Colour

SDEP – Scottish Division of Educational Psychology

SLT – Senior Leadership Team

If you would like to provide feedback on the use of this framework, please use the link below:

<https://forms.office.com/e/um8nNaW1mn>



## **Contributors**

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## **Reference Materials**

We express thanks to the authors of existing anti-racism self-reflection frameworks which were used in the development of this framework.

- BPS DECP: Self-assessment Framework for Promoting Racial Equity in Educational Psychology Services
- Central Vancouver Island Multicultural Society: Cultural Competence Self-Assessment Checklist
- Eliminating Disparities in Child and Youth Success Collaborative: Tool for Organizational Self-Assessment Related to Racial Equity
- HFL Education: School Race Equity and Anti-Racism Self-Evaluation Tool
- National Education Union: Framework for developing an anti-racist approach
- Renee Wells: Self-Assessment Tool: Anti-Racism

*Leadership of change*

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1. Does the EPS have a written Anti-Racism policy that has a strong focus on implementing Anti-Racist practice and promoting racial equity and diversity – this may be embedded throughout the EPS in a range of policies or informed by the Local Authority Policy?
2. Are there clear guidelines in place for reporting and dealing with racial discrimination, harassment, racial microaggressions, and racist incidents? Are such guidelines being used?
3. Is racial equity considered an integral component when developing all other EPS policies?
4. Do the Senior Leadership Team (SLT) ensure that the policy is regularly shared with colleagues, service users and other stakeholders?
5. How often do the SLT ask EPS staff to critically self-reflect on where they are at in terms of their own Anti-Racism?
6. Do the SLT act consistently around racial equity within the EPS in all areas of service delivery and practice, e.g. by allocating sufficient resources for equity initiatives, making racial justice a standing agenda item at key meetings, ensuring people of colour are decision-makers?
7. Does the EPS promote racial equity, including awareness of power and privilege, issues affecting minority ethnic groups and being able to challenge racism? Is this part of the process of supervision for all EPS staff, e.g. Educational Psychologists (EPs), Trainee EPs, researchers?
8. How often do staff members in the EPS collaborate to identify goals for implementing Anti-Racism in their work?
9. How often does the EPS publish or share concrete goals for Anti-Racism that they have committed to implementing?
10. Has the EPS made a public commitment to racial equity?

11. Does the EPS have an internal structure, e.g. equalities group, who ensure the whole service addresses issues of racial equity?
12. Do the SLT encourage or support difficult conversations about race in a safe, confidential, private space?
13. Are Anti-Racism and cultural competency training made available to the EPS? Is this mandatory?
14. How is the EPS using the Equality Act 2010 to help with race equality? Are there published equality objectives?
15. How does the EPS keep up to date with patterns of racism in the community and act to work on contemporary issues which will be affecting pupils and families?
16. Do the SLT recognise their professional power/authority and acknowledge that they may not be seen as safe, unbiased or as an ally to BPOC?
17. Does the EPS have a way of ensuring belonging and inclusiveness for BPOC colleagues and are BPOC individuals involved in planning, e.g. valuing all cultural and religious celebrations, providing varied social activities, and avoiding games/activities that may lead to individuals feeling othered?

*Leadership and management of staff*

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1. Is the policy or statement outlining Anti-Racist practice shared with all new starts and trainees in the EPS, and is this embedded within the induction programme?
2. Is there discussion with new starts and trainees in how the policy or statement on Anti-Racist practice translates into service delivery and practice?
3. Are new starts provided with opportunities to learn how to respond when other people say or do something rooted in a racist attitude, assumption, or stereotype?
4. Does the SLT ensure that the policy or statement is regularly shared with colleagues, service users and other stakeholders via accessible means, e.g. the EPS website?
5. Does the EPS have an internal structure, goal or process dedicated to promoting workforce diversity?
6. Are all staff, including trainees, given equitable access to all types of Continuing Professional Development (CPD) opportunities and encouraged to access CPD about Equity and Diversity issues?
7. Do SLT provide opportunities for staff to talk and think about the hidden ways that the inequalities of race and ethnicity play out within the workplace and within education establishments?
8. Does the EPS's approach to wellbeing and belonging understand the psychological harms caused to staff of colour from racism and the way racism is internalised?
9. How often does the EPS ask staff to critically self-reflect on where they are at in terms of their own Anti-Racism and how effectively the EPS is being Anti-Racist?
10. Does the EPS ensure that recruitment and selection procedures are consistent with the Equalities Act 2010 and job advertisements include an Equal Opportunities statement? Are adverts consciously inclusive and welcoming?

11. Does the job description within recruitment include the expectation that staff members will develop and implement the capacity to embed Anti-Racist practice within their work?
12. Do the EPS adopt an anonymised recruitment process?
13. Does the EPS include interview questions in the hiring process that assess prospective staff members commitment to being actively Anti-Racist?
14. Are all staff, including trainees, aware of the EPS complaints, disciplinary and grievance procedures if a racial incident occurs both within the service and when carrying out their role with others?
15. Do SLT understand the power imbalances which can prevent BPOC employees and trainees from reporting incidents or concerns, including the risks of retaliation such as not extending or renewing contracts, feeling safe in their employment, exclusion from opportunities, or gaining promotion?
16. Does the EPS have a process to support BPOC following any racist incidents or experiences of racial discrimination, and are SLT aware of and mitigating for power imbalances that may occur following the reporting of an incident?
17. Are EPs using a protocol if an establishment reports racial incidents? Are EPs able to support establishments, if requested, to develop an approach using non-judgemental language when gathering views of all in the incident, i.e., questioning overtly if it is deemed as racism, prejudice, and/or discrimination?

*Consultation, assessment, and intervention*

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1. Does the EP review and amend their thinking and practice for BPOC while planning and working with education staff and other professional stakeholders?
2. How do EPs ensure that consultation, assessment and intervention practices are culturally appropriate when selected and are modified as required?
3. During whole service and establishment consultations is establishment demographic data actively discussed in planning meetings?
4. Do EPs use the consultation space to encourage and support active decision making and informed decision for all in the BPOC population?
5. Do EPs and education settings ensure that people from the BPOC give their full consent for EP involvement and that this information and consent is accessible in multiple languages?
6. Does the EPS have awareness and reflect on the Western dominance of frameworks of practice and implications of using these with BPOC individuals?
7. What awareness, knowledge, and skills do EPs bring into consultation, assessment and intervention in relation to BPOC?
8. During staff meetings and CPD, is there a process of consultation to actively check the effectiveness of Anti-Racism practice?
9. Are supervision and discussion practice culturally aware? If so, does this have a clear tangible impact on consultation, assessment and intervention processes and procedures?
10. Is there an evaluative and self-reflective framework built into the EPS to look at consultation, assessment and intervention and its links to BPOC?
11. Do EPs use their awareness of diversity to display direct understanding or discuss and advocate Anti-Racism in consultation discussions?



12. Is there evidence that EP work on consultation, assessment and intervention leads to goals and next action steps for Anti-Racist practice in the EPS?
13. Do EPs use their awareness of cultural differences to adopt the consultee's perspective during a consultation meeting?
14. When inviting stakeholders for consultation/assessment, does the EPS consider their primary physical space and what it may communicate to diverse stakeholders? Is it welcoming and accessible?
15. Do EPs reflect on whether consultation meetings are conducted in a manner that supports equity and inclusion, and values diverse ways of speaking, thinking, debating, reflecting and making decisions?
16. Does the EPS have access to language interpreter/translator services for people who speak languages other than English?
17. Do EPs provide establishments with websites, materials and strategies that are racially and ethnically sensitive?
18. During measures of EP involvement (consultation, assessment and intervention), are the views of racially and ethnically diverse stakeholders actively collected, reviewed and analysed, i.e., after involvement, report submission, in review meeting?
19. Are EPs using their understanding of school non-attendance and EBSA to select appropriate frameworks and approach to assess and intervene at the case and system levels?
20. Do EPs ensure that interventions promote attendance/engagement in school for BPOC?
21. How are school staff and pupils involved in reviewing assessment approaches/tools to improve their relevance to BPOC?
22. How could the EPS build in time for colleagues to talk together about how stereotyping can impact consultation?
23. How do EPs ensure that BPOC feel safe in consultation to vocalise their true experiences?
24. What assessment approaches/tools does the EPS use to explore issues around racism?

25. Are all EPS staff (such as SLT, EPs, Trainee EPs, researchers and clerical support) aware of how their own perspective and biases may influence their judgement during consultation meetings?
26. Do EPs listen fully to answers and draw their knowledge from a variety of existing culturally diverse sources, before asking additional questions during a consultation and assessment session?
27. When working with BPOC, do EPs consider the barriers that can be presented because of behaviour, language and communication style e.g. the need for an interpreter?
28. Do EPs recognise that some BPOC have other protective identity factors and how intersectionality can compound disadvantage e.g. someone from a specific BPOC who is male or female, LGBTQIA+, or from a particular religious group?
29. Does the EPS work in partnership with BPOC, and always include when relevant, to ensure racial harm does not occur?

### **Training for EPS**

1. Do all staff, including trainees, have regular access to CPD opportunities in relation to cultural competence and Anti-Racist practice? Is this mandatory for all staff?
2. Does the training explicitly inform staff about the conceptualisation of race, racism, prejudice, discrimination, and Anti-Racist practice?
3. Does the training address the hidden ways that racial inequalities play out in our professional practice and how it affects BPOC?
4. Does the EPS recognise the risks of requesting BPOC staff to deliver and attend CPD sessions in relation to racism/Anti-Racist practice and makes every effort to counter these risks?
5. Does the EPS have a clear process to monitor and record the professional development of all staff?
6. Are all staff committed to ongoing, lifelong, personal and professional development in the areas of cultural competence and Anti-Racist practice and linked to HCPC and BPS standards of conduct and ethics? This may include reading books and articles, as well as listening to podcasts.
7. Do all staff actively self-evaluate their knowledge and skill gaps to make effective use of CPD opportunities?
8. Do all staff have the opportunity to build their capacity in racial equity and cultural competency?
9. Does the training address the impact of racial stereotypes and how different genders experience racism differently?
10. Does the training address intersectionality and racism in relation to protected characteristics and disadvantage?

## **Training for others**

11. Are BPOC communities, e.g. stakeholders of colour and EPs of colour, consulted with when the EPS is developing training in relation to cultural competency and Anti-Racist practice?
12. Are BPOC communities, e.g. stakeholders of colour and EPs of colour, consulted with when the EPS is seeking feedback for training relating to cultural competence and Anti-Racist practice?
13. Are BPOC communities, e.g. parents/carers of colour and pupils of colour, consulted with when seeking feedback regarding the impact/effectiveness of the EPS's cultural competency and Anti-Racist practice training?
14. Does the training reflect the vision, values and aims of the EPS?
15. Does the training enhance the development of staff's knowledge and understanding of race, racism, and Anti-Racist practice?
16. Does the EPS undertake a needs analysis to identify what staff think would be most helpful in developing their knowledge and understanding of race, racism and Anti-Racist practice?
17. Does all training promote cultural diversity and foster an understanding of multiculturalism?
18. Does the EPS provide support for readiness for training, workshops, supervision, staff training, and training for children and families?

*Research and strategic development*

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1. What system does the EPS have in place for conducting research with participants who may not speak English as a first language?
2. Do all staff plan and conduct research which is respectful and sensitive of cultural differences?
3. What evidence is there to demonstrate that research and strategic development activities draw upon culturally sensitive research methodologies?
4. What evidence is there that regular and appropriate training takes place to ensure staff are kept informed of the current research on race, racism, Anti-Racism and racial equity?
5. Does the EPS undertake and publish research in racial equity and anti-practice across all three levels: individual level (e.g. casework), whole-school level (e.g. Anti-Racist education) and local-authority level (e.g. policy development)?
6. Does the EPS research the racial, ethnic and linguistic makeup of service users to assess who requests and receives the service?
7. Does the EPS provide participant information sheets in languages other than English?
8. Does the EPS provide participants access to an interpreter/translator if needed?
9. Does the EPS undertake research which is responsive to current national and local issues experienced by BPOC?
10. Does the EPS work in partnership with BPOC communities to promote a collaborative approach to research and strategic development?
11. Are the views of BPOC included in research and strategic development work?
12. When exploring strategic development, does the EPS encourage professionals to discuss and learn British and global history relating to racism, racial hierarchies, and power?

13. Do EPs encourage professionals at school and local authority level to review and analyse trends relating to racist incidents and outcomes of BPOC, e.g. attainment, case referrals?
14. How does the EPS support strategic developments in education addressing Anti-Racism and cultural competency?
15. How will the SLT, through strategic work, initiate conversation about race and stereotyping, and model openness to exploring this topic?
16. Does the EPS gather BPOC teacher and pupil views when evaluating strategic work?
17. Do BPOC feel safe to vocalise their experiences truthfully when information is being gathered for research purposes?
18. How might EPs begin to actively research the experiences of BPOC in establishments? What design and considerations might they make?
19. Are there discussion opportunities for staff and pupils to explore race and ethnicity, with a view to change mindsets and behaviours?
20. Has the EPS developed a strategy for developing pupils' abilities to fully understand and vocalise ways that they can keep themselves safe from racist abuse and bullying?
21. Has the EPS included Anti-Racism in the development of policies relating to wellbeing, belonging, relationships, or anti-bullying, which acknowledges the way racism is internalised?
22. How often does the EPS research staff perceptions of how effectively the workplace is being actively Anti-Racist?
23. How often does the EPS gather case study examples of comments or behaviours rooted in a racist attitude, assumption, or stereotype, to use them as case study examples for collective reflection and skill building around practicing Anti-Racism?
24. How often does the EPS actively centre Anti-Racism in their development work?
25. How often does the EPS analyse and report out (to colleagues, LA managers etc.) progress toward goals for Anti-Racism that they have committed to implementing?

26. When analysing qualitative data, are EPs aware of how their cultural perspective influences their interpretation of the text?

*Partnerships*

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1. If the EPS office location is used for meetings with stakeholders, has consideration been given to how welcoming this is to diverse stakeholders? Does signage reflect inclusion and cultural sensitivity?
2. Does the EPS have partnerships with BPOC community groups or organisations? How are these partnerships used to develop Anti-Racist practice?
3. Does the EPS gather feedback from BPOC stakeholders on impact or satisfaction?
4. Does the EPS use local partnerships to identify issues or respond to racism in communities?
5. Do stakeholders know how to report instances of racism they experience from the EPS? Are there clear, accessible guidelines on this?
6. Do parents/carers feel they can share concerns about the inclusion of their child/young person in an education establishment?
7. Does the EPS have processes and procedures in place regarding next steps when racist incidents have been observed in other partner agencies or services?



*Ensuring wellbeing, equality, and inclusion*

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1. Do EPs remove barriers to involvement and ensure that parents/carers from all ethnic groups understand processes and information and can give informed consent about involvement?
2. Do EPs and establishments make use of an appropriate interpreter service for families where communication may be an issue?
3. Are all EPS staff respectful, sensitive, and responsive to cultural differences?
4. Are EPS documents and leaflets translated into languages used in the local community?
5. Are there visible signs of the EPS's commitment to racial equity in the primary physical location, e.g. signage that states their commitment and/or physical representation of diverse communities?
6. Does the EPS collect racial, ethnic, and linguistic data on children and young people on their caseload that informs understanding about local communities?
7. Are the views of racially and ethnically diverse staff, parents, and children/young people sought?
8. Does the EPS have a method in place to assess the overall satisfaction of BPOC practitioners and families with the EPS?
9. Does the EPS use data about BPOC pupils, e.g. attainment and attendance, and actively provide support to promote inclusion for all?
10. Does the EPS recognise that supporting emotional needs and development of pupils is vital for both wellbeing and learning outcomes?
11. Do BPOC pupils receive appropriate care, support, and advice at an early stage?
12. Do EPs ensure that establishments have high expectations for BPOC pupils?

13. Do EPs explore the sense of belonging and safety for children and young people who are BPOC?
14. Do EPs work with establishments to support children and young people to explore the issues around racism that they experience?
15. Are parents enabled to feel they can share concerns about the EPS?
16. Do staff feel supported and know how to access support for individual pupils who are struggling with racism?

**Scottish Division of Educational Psychology**  
**Developing Anti-Racist Practice – EPS Self-Evaluation Grid**

**Suggested Use**

The Self Evaluation Grid below aims to support services to record their reflections on where the service practice currently is in relation to key indicators, using the challenge questions in this framework. **Services do not need to look at all indicators at once**, this can be used flexibly and over time to fit with ongoing service improvement, linked to the national Self Evaluation Framework.

This activity can be completed in a range of ways depending on service context including:

1. To support ongoing wider self-evaluation over time within a service.
2. To support an EPS or SLT to identify aspects or themes requiring further exploration and planning in relation to Anti-Racist practice.
3. To support an EPS to take a closer and more detailed look at a specific aspect, theme, or challenge within Anti-Racist practice as part of their self-evaluation cycle.
4. To support identification of good practice, or areas for improvement, for a local authority or national review (e.g. thematic review, collaborative review, or education service inspection).

Services may wish to work with another EPS to review each other's practice and focus on strengths and areas for development.

**This framework should be reviewed annually and should not be a one-off activity.**

Quality Indicator	Focus Question(s)	Sources of Evidence	Identified Actions Needed to Improve	Actions Completed	Sources of Evidence
1.2: Leadership of change					
1.3: Leadership of staff					
2.1: Consultation, assessment, and intervention					
2.2: Professional learning					
2.3: Research and strategic development					
2.4: Partnerships					
3.1: Ensuring wellbeing, equity, and inclusion					