

# Education Children and Families Committee

10am, Tuesday, 1 March 2022

## Promoting Equality

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education Children and Families Committee is asked to:
  - 1.1.1 Note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.
  - 1.1.2 Agree next steps at 5.1 – 5.2.
  - 1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

**Amanda Hatton**

Executive Director of Education and Children's Services

Contact: Annemarie Procter, Depute Head Teacher

E-mail: [annemarie.procter@ea.edin.sch.uk](mailto:annemarie.procter@ea.edin.sch.uk) Tel: 0131 469 2850

## Promoting Equality

### 2. Executive Summary

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- 2.1 This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan. Our work continues to involve Early Years settings, primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service, Lifelong Learning, and partner organisations.
- 2.2 This report describes work to raise awareness of discrimination and inequality, with a sustained focus on Race Equality and anti-racism. We re-affirm our commitment to confronting and addressing the harmful and deep-rooted problem of interpersonal and systemic racism and discrimination in all its forms.

### 3. Background

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- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently an update at the October 2021 Committee:  
<https://democracy.edinburgh.gov.uk/documents/s39270/7.2%20Promoting%20Equality.pdf>
- 3.2 The 2021-22 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.

### 4. Main report

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- 4.1 Two follow-up Race Equality seminars (December 2021 and January 2022) have been held for school leaders, both facilitated by Hakim Din who brings a national perspective to this work. The sessions developed themes from the full-day seminars last session, focusing on School Renewal Planning and Tackling Racist Incidents. A key part of both events has been schools sharing sector-leading practice.
- 4.2 A thematic review of Race Equality will take place during March/April and this will be reported at the June 2022 Committee.

- 4.3 Training to support all aspects of the Education Equality, Diversity and Inclusion action plan continues. A Human Library event (<https://humanlibrary.org/>) for school leaders is planned for March 2022, with further professional learning for wider staff groups. Six key staff across schools, Early Learning and Childcare and Lifelong Learning are participating in the first cohort of the national 'Building Racial Literacy' professional learning programme. We are working with **ScotDec** to deliver training for teachers and with **Show Racism the Red Card** to deliver training for Pupil Equality Groups in all schools.
- 4.4 Building on our initial aims and reflective questions for the curriculum, work is underway to develop guidance for schools on an inclusive, diverse and decolonised curriculum. This includes: a re-working of the HGIOS? 4 2.2. Curriculum Quality Indicators through an Equalities lens; a Curriculum Map with resources; a framework for criticality, providing generic and subject-specific reflective questions for teachers and Curriculum Leaders; a glossary of terms. A series of briefings and training will support the launch of this material. In addition, Edinburgh colleagues are part of collaborative project with Education Scotland and Glasgow City Council to develop resources for anti-racist education for the national hub.
- 4.5 During January and early February, children and young people from P5 – S6 and their teachers have the opportunity to learn more about Edinburgh's links with slavery and colonialism and to engage in the public consultation, using a bespoke resource pack. By the end of January, 223 individual pupil responses and 61 class responses had been received.
- 4.6 The inaugural Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, was launched in January. An awards event is planned for April 2022. Schools are invited to nominate pupils' work in any artform under the following categories: Proud to be Me; How Prejudice Makes me Feel; and Activism. Headteachers are also invited to nominate a staff team whose collaborative work around Equalities has taken a creative approach and had an impact in the school and/or community.
- 4.7 An Equalities seed event for young people was held in December 2021, with more than 20 young people from 7 schools taking part. Three of the schools (Currie CHS, Holy Rood RCHS and Leith Academy) were selected to present their Equalities work. Young people shared an impressive range of work including: developing a team of student Equalities Ambassadors; surveys to get pupil views on making reporting incidents easier; meet the author events, prominent visual displays raising awareness and promoting diversity, fundraising initiatives; curricular work; Black History Month across the curriculum (see Appendix 2). Young people noted that they valued the opportunity to hear about what other schools are doing, were proud to share their achievements and were inspired to do more. They told us that they: value greatly the support they have from teachers and senior leaders in their schools; would like more opportunities for networking across schools and sharing practice; would like more

training for students and staff. Planning is underway for a larger young people's Equalities event in the summer term 2022.

- 4.8 A range of measures to increase career opportunities for teachers from black and minority ethnic backgrounds is underway. This includes a proposal to ring-fence 5 temporary Principal Teacher posts for sessions 2022-23 and 2023-24. Legal advice has been sought to ensure that this is an appropriate positive action. Other measures are: training to support the application and interview process; observation and participation in recruitment and selection panels; and priority consideration for Masters-level professional learning opportunities.
- 4.9 A 'Grow Your Own' model for increasing the proportion of staff from minority ethnic backgrounds in teaching and other Education roles is in development. We have also started work to offer opportunities for people from minority ethnic backgrounds to gain experience in working with children and young people in volunteering roles in schools.
- 4.10 Twelve secondary schools and three primary schools are currently developing their practice in LGBT inclusion through the LGBT Charter programme. All secondary schools will engage with this work over the three-year funding period to 2023. A detailed update can be found in Appendix 3.
- 4.11 We have invited two middle/senior leaders from the secondary sector to work collaboratively to develop guidance for schools that enables them to navigate the range of training, resources and approaches available to promote understanding, and reduce the incidence of, gender-based violence and harmful sexual behaviour. Funding, from the Community Mental Health Fund, will allow each person to spend 15 days working on this project. They will liaise closely with the Health and Wellbeing Strategic lead and Depute Principal Psychologist and also link with the Equally Safe Officer and other partners as appropriate.
- 4.12 Bullying and prejudice incidents data continue to be monitored closely and the summary for 2019-20 and 2020-21 presented in the October 2021 report has been updated with data for August-December 2021 (see Appendix 4). Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, as we noted in the October report, trends in the Pupil Wellbeing survey data would suggest that our work in this area is beginning to have an impact. We continue to support schools with robust implementation of the procedure. We will continue to monitor the data to gain accurate information about children and young people's experiences and to evaluate implementation of measures to address bullying and prejudice.

## **5. Next Steps**

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- 5.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 1), ensuring alignment with Children's Partnership members.
- 5.2 Progress additional initiatives as outlined in this report.

## **6. Financial impact**

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- 6.1 Training for History teachers on teaching the Transatlantic Slave Trade – match funding TBC.
- 6.2 Scotdec and Show Racism the Red Card training TBC.

## **7. Stakeholder/Community Impact**

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- 7.1 The Communities and Families Equalities Steering Group has representation from schools, relevant partner agencies and parents. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. A parent reference group has been established. Engagement with pupils takes place principally at school level through school Pupil Equalities Groups.

## **8. Background Reading / External References**

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- 8.1 Included, Engaged and Involved (Education Scotland) 2018
- 8.2 City of Edinburgh Council: Included, Engaged and Involved - policy
- 8.3 City of Edinburgh Council: Preventing and Responding to Bullying and Prejudice Amongst Children and Young People - procedure
- 8.4 City of Edinburgh Council: Edinburgh Learns Framework for Inclusion
- 8.5 City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing

## **9. Appendices**

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- 9.1 Appendix 1 Education and Children's Services, Equality, Diversity and Inclusion Action Plan 2021-22
- 9.2 Appendix 2 Examples from Pupil Equality Group Presentations, December 2021
- 9.3 Appendix 3 Update on LGBT Charter Funding
- 9.4 Appendix 4 Bullying and Prejudice-related Incident Count 2019/20, 2020/21 and Aug-Dec. 2021

## Appendix 1

### Education and Children's Services Equality, Diversity and Inclusion Action Plan 2021-22 (Year 2 of 3)

This plan sets out ongoing and future work to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty. It includes actions for specific protected characteristics, with a particular emphasis on race equality, in the context of Black Lives Matter. Planning will give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period 2020 - 2023.

Theme	Tasks	Empowered System	Target date	Progress
<p><b>1. Representation, recruitment and retention</b> Diversity in the teaching, PSA and youth work workforce</p>	<ul style="list-style-type: none"> <li>probationer teachers and mentors: Equalities training for probationers on induction day 12<sup>th</sup> August</li> <li>raise awareness of bias and inequity: Head Teachers and Lifelong Learning managers – promote 'Leading in Colour'</li> <li>consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers) – recommendations.</li> <li>identify ways to recognise and support aspiring minority ethnic teachers and youth workers (see above)</li> </ul>	<p>Teachers &amp; practitioners GTCS</p> <p>School and LL leaders</p> <p>Local Authority</p> <p>Local Authority</p>	<p>August 2021</p> <p>Oct/Nov. 2021</p> <p>June/Aug. 2021</p> <p>Dec. 2021</p>	<ul style="list-style-type: none"> <li>completed</li> <li>[R] HT Race Equality Seminars delivered April/May/June 2021. Follow-up task. Recall sessions Dec. 2021 and Jan. 2022.</li> <li>Summary of initial findings. Focus groups and take to subgroup February 2022.</li> <li>Positive action measures for Masters-level professional learning Jan. 2022; planned workshop to support application and interview process Feb/March 2022</li> </ul>
<p><b>2. Teaching and Learning</b> Inclusive curriculum BME / black history and culture included:</p> <ul style="list-style-type: none"> <li>in all phases of <b>secondary school</b> education across all disciplines</li> <li>BME / black history and culture across all curricular areas in <b>primary school education</b></li> <li>through youth work</li> </ul>	<ul style="list-style-type: none"> <li>Map work to decolonise secondary Curriculum [R]</li> <li>Map work to create an inclusive curriculum (primary) [R]</li> <li>Professional Learning: Teaching the Transatlantic Slave trade (secondary History) [R]</li> </ul>	<p>Teachers, Partners Local Authority</p> <p>Local Authority</p>	<p>Nov. 2021 (revised as noted under progress)</p> <p>May 2022</p>	<ul style="list-style-type: none"> <li>Work in progress: HGIOS?4 2.2 Curriculum Quality Indicators (Feb. 2022) Curriculum Map (March 2022) a framework for criticality - generic and subject-specific reflective questions (March 2022) Glossary of terms (Feb. 2022)</li> <li>Programme confirmed for session 2022-23</li> </ul>

Pathways	<ul style="list-style-type: none"> <li>Explore supports for community/heritage languages as L3 (1+2 Language Strategy)</li> <li>Heartstone Story Circles</li> <li>IYS Restless Natives</li> </ul>	Local Authority, Partners  Schools & partners Schools	Jan. 2022  Ongoing  August 2021 - ongoing	<ul style="list-style-type: none"> <li>Consultation with stakeholders (parents and pupils) in progress.</li> </ul> <p>St. Augustine's HS, Stenhouse PS, Craighour Park PS</p> <p>Tynecastle HS and St. Augustine's HC</p>
<p><b>3. Health and Wellbeing</b> Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.</p> <p>Youth Work</p> <p>Support for LGBT young people</p>	<ul style="list-style-type: none"> <li>Further awareness-raising of procedures with parents-carers</li> <li>Professional Learning: <ul style="list-style-type: none"> <li>✓ training for new Equality Co-ordinators and PSAs</li> <li>✓ training for wider staff on dealing with racist bullying and racist incidents [R]</li> </ul> </li> <li>Ongoing authority level analysis of recorded bullying and equalities incidents data by protected characteristics / other factors [R]</li> <li>Support for schools to use this data effectively: guidance on effective use of SEEMiS Bullying and Equalities module; training</li> <li>Deliver training for anti-racist youth work [R]</li> <li>Revise Edinburgh guidance on supporting transgender young people following publication of new national guidance (August 2021)</li> <li>Progress LGBT Charter in 11 schools; develop pupil survey to support LGBT Charter schools</li> <li>Write guidance on tackling homophobic, biphobic and transphobic incidents</li> </ul>	Parents & Carers, partners  Local Authority, Partners    Local Authority  Local Authority, teachers  LL with LAYC and partners  Teachers & practitioners, Local Authority and Partners  Schools and Partners	December 2021 – revised March 2022 November 2021 February 2022  Ongoing  December 2021 – revised March 2022  May 2022  March 2022  Sep. 2021 - ongoing  Feb. 2022 – revised May 2022	<ul style="list-style-type: none"> <li>Equality Co-ordinator refresh training 19<sup>th</sup> Nov. 2021</li> <li>Scot Gov Building Racial Literacy Professional Learning programme Dec.21-April 2022</li> <li>Planning with Scotdec and Show Racism the Red Card in progress.</li> <li>Review need for separate LA guidance. Plan additional stakeholder engagement.</li> <li>12 secondary schools and 3 primary schools working towards charter</li> </ul>

Strengthen approaches to tackling gender-based violence ( <b>Equally Safe</b> )	<ul style="list-style-type: none"> <li>Support ongoing implementation of <b>Mentors in Violence Prevention</b> programme and new <b>Equally Safe at School</b> resource.</li> </ul>	Teachers & practitioners, Partners  Local Authority	September 2021 – ongoing	<ul style="list-style-type: none"> <li>Guidance on range of training / resources / approaches in development.</li> </ul>
<b>4. Professional Learning</b> See also Themes 1, 2 and 3.	<ul style="list-style-type: none"> <li>Race Equality recall session for school leaders (follow-on from May/June Race Equality seminars) [R]</li> <li>Embed core Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers in essential learning matrix.</li> <li>Create ‘professional learning packs’ to support whole-school Equalities CAT (Collegiate Activity Time) sessions</li> </ul>	School Leaders  Teachers & practitioners  Local Authority	November 2021  October 2021  Oct 2021/Jan 2022/May 2022	<ul style="list-style-type: none"> <li>Recall sessions 2<sup>nd</sup> Dec. 2021 and 27<sup>th</sup> Jan. 2022</li> <li>Complete</li> <li>PL pack complete Oct. 2021: How well do we know our school? and Personal Journey of Anti-Racist Praxis. Curriculum work in development.</li> </ul>
<b>5. School Renewal Planning</b> Edinburgh Learns for Life	<ul style="list-style-type: none"> <li>planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights [R]</li> <li>Equality, Equity and Inclusion page in school renewal plans 2021-22</li> </ul>	Local Authority School leaders	ongoing  August 2021	<ul style="list-style-type: none"> <li>Mid-year reflective questions for Senior Leaders Jan. 2022</li> </ul>
<b>6. Communication and engagement: children and young people, staff, parents, partners</b>	<ul style="list-style-type: none"> <li>Workshops to support effective pupil equality groups</li> <li>IYS Race Ambassadors programme continuing in Liberton HS and Royal HS; starting in Broughton HS, Boroughmuir HS, Craigmount HS [R]</li> <li>Edinburgh Saroj Lal Award</li> <li>Consultation with children and young people on Edinburgh’s Slavery and Colonialism Legacy</li> <li>Children and Young People’s Equalities Event</li> </ul>	Local Authority / Practitioners Schools and partners  Local Authority, partners	Ongoing  Feb. 2021  Nov./Dec. 2021  Nov. 2021	<ul style="list-style-type: none"> <li>Equality Co-ordinator workshop delivered 9<sup>th</sup> Nov. 2021, with sharing practice</li> <li>Launched January 2022</li> <li>January/February 2022</li> <li>1<sup>st</sup> December 2021</li> </ul>

**Note** Updates are shown in blue font. [R] indicates actions related to the recommendations from the investigation in allegations of racism

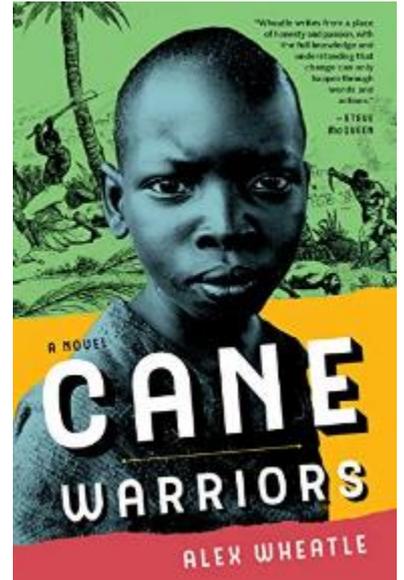
**Appendix 2 Examples from Pupil Equality Group Presentations, December 2021**



Equalities Ambassadors' badges, Leith Academy



Visual display, Currie CHS



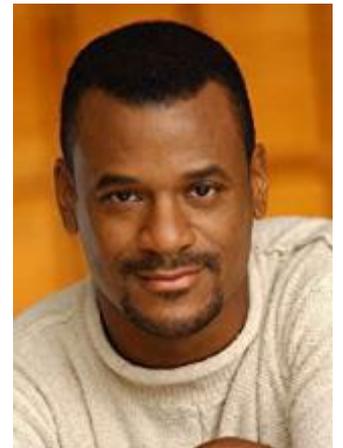
'Meet the author' event Holy Rood RCHS



International Mens' Day Collage, Currie CHS

**Examples from Pupil Equality Group presentations**

**Young People's Equality Event December 2021**



Live video call with John Eric Bentley, Holy Rood RCHS



Fundraising for Score Scotland, Currie CHS



PRIDE Teacher Bake Off, Currie CHS

### Appendix 3 Update on LGBT Charter Funding from Equalities Newsletter Jan/Feb 2022

The City of Edinburgh Council have partnered with LGBT Youth Scotland to support all schools in the local authority in their aims of ensuring all schools in Edinburgh are welcoming, inclusive, and equal spaces for all students. As part of this initiative City of Edinburgh Council are funding secondary schools within the local authority to go through the LGBT Charter programme over a 3-year period between 2021-2023.

Born out of young people involved with LGBT Youth Scotland who wanted to see sustainable change in their learning environments, the LGBT Charter is a 12 to 18-month framework which supports schools and organisations to become more inclusive of LGBT people and identities. During their journey, schools review their policies to ensure they are inclusive, have relevant training, and deliver LGBT-inclusive campaigns alongside young people. This 12 to 18-month programme is designed to support schools by providing the training and the framework to support LGBT young people, staff, and families.



Lorne Primary Whole School Flag Signing – Currently undertaking the Charter at Silver Level.

LGBT Youth Scotland are so excited to be working with teachers and staff at primary and secondary schools in Edinburgh on their training and supporting them to create inclusive environments for LGBT young people in the area. The passion and commitment of young people, teachers and school staff never ceases to amaze us.

12 secondary schools and 3 primary schools within Edinburgh are currently undertaking the LGBT Charter programme, with several more due to begin the programme at the start of 2022. Many of these schools have undertaken activities such as increasing the amount of LGBT inclusive books in the school library, ensuring that LGBT people are represented in the school curriculum and providing safe spaces for LGBT young people and allies through lunch time groups. Additionally, all schools undertaking the LGBT Charter programme will receive LGBT Awareness Training from LGBT Youth Scotland to ensure staff are increasingly confident in supporting LGBT young people, staff, and families.

LGBT Youth Scotland is currently supporting these schools in their journey through 1-1 support meetings and providing access to a shared LGBT Charter Hub with numerous resources. One of our recent resources was a lesson plan and materials for International Pronouns Day which includes a presentation, teacher notes and pronoun badge templates. Several schools have engaged in awareness raising events to discuss LGBT identities, history, and discrimination. Students within the City of Edinburgh have participated in making pledges to contribute to an inclusive classroom environment through events such as LGBT Poster making or flag signing to raise visibility within the school.

Young people from some of these schools have been sharing their experiences of the LGBT Charter programme and LGBT inclusion by speaking at a Scotland-wide LGBT Inclusive Education event which took place in September of 2021. The young people at this event expressed how increased LGBT representation in schools has made them feel safe and supported. Pupils discussed how some new build schools are including gender neutral facilities and that they have witnessed increased visibility and representation of LGBT people in the school curriculum.

Schools have had the opportunity to share best practice and advice whilst on this journey through group meetings hosted by LGBT Youth Scotland. This has provided opportunities for the schools to showcase the impact their work has had on learners and share the progress being made across the local authority.

Several schools in Edinburgh have already completed the LGBT Charter programme and will look at upgrading their Award within 2021-2023. We asked schools who have completed the programme to describe the benefits the LGBT Charter has had in their school:

*“It forces you to evaluate your practice and really consider if your policies, practice and ethos is inclusive of LGBT identities. The pupils will definitely benefit.”*  
Gylemuir Primary (Silver Awardee 2020)

*“The level of training we received was fantastic and staff became more confident in their approach... Pupils commented that they felt increasingly safe, nurtured, included and respected in school.”* Queensferry High School (Bronze Awardee 2019)

We hope you'll join us in wishing the Edinburgh schools 'good luck' on their Charter journey and a huge thanks for their hard work and commitment to LGBT inclusion.

If you would like to know more about LGBT Youth Scotland, the LGBT Charter and how we can support you to be more inclusive of LGBT young people, please visit our website at <https://www.lgbtyouth.org.uk/> or contact our team at [LGBTCharter@lgbtyouth.org.uk](mailto:LGBTCharter@lgbtyouth.org.uk)



Queensferry High School - Bronze Awardee 2019



## Appendix 4 Bullying and Prejudice-related Incident\* Count 2019-20, 2020-21, August – December 2021

\*Incident count is the highest count of incidents, counting each instance of the perceived reason displayed – per pupil and per nature of incident (e.g. name-calling, hit/tripped, abusive messages)

Perceived reason	Primary						Secondary					
	2019-20		2020-21		Aug-Dec. 2021		2019-20		2020-21		Aug-Dec. 2021	
	count	%	count	%	count	%	count	%	count	%	count	%
not known	81	52	290	35	66	18	52	23	159	14	159	27
race and racism incl. culture	25	16	173	21	133	36	51	23	316	28	143	24
actual or perceived sexual orientation	6	4	39	5	15	4	24	11	132	12	96	16
disability	0	-	5	1	3	1	3	1	25	2	5	1
sexism and gender	4	3	29	3	4	1	4	2	44	4	44	7
religion or belief	0	-	3	-	2	1	2	1	12	1	13	2
sectarianism	0	-	0	-	0	-	1	-	0	-	0	-
gender identity or trans identity	0	-	3	-	0	-	0	-	16	1	2	-
other: please specify	33	21	200	24	83	22	47	21	251	22	69	12
Additional Support Needs	3	2	46	5	4	1	13	6	22	2	20	3
Asylum Seeker or refugee status	0	-	0	-	0	-	1	-	1	-	0	-
Body image and physical appearance	5	3	38	4	57	15	23	10	138	12	36	6
care experience	0	-	6	-	0	-	0	-	2	-	0	-
Gypsy/Travellers	0	-	0	-	0	-	0	-	2	-	0	-
Marriage/civil partnership of parents/carers or other family members	0	-	1	-	0	-	0	-	0	-	0	-
mental health	0	-	5	1	1	-	1	-	2	-	0	-
pregnancy and maternity	0	-	0	-	0	-	0	-	0	-	0	-
socio-economic prejudice	0	-	0	-	0	-	1	-	9	1	0	-
Young carer	0	-	0	-	1	-	0	-	0	-	0	-
<b>Total</b>	<b>157</b>		<b>838</b>		<b>369</b>		<b>223</b>		<b>1131</b>		<b>587</b>	

In session 2019-20, the first year of recording on the SEEMiS Bullying and Equalities Module, 157 incidents were recorded in primary schools. This figure is significantly lower than anticipated, based on previous years, even allowing for school closures between March and June 2020 due to the COVID-19 pandemic. It is likely that many schools continued to record incidents manually. Of the recorded incidents, 25 (16%) were based on race; 6 (4%) on sexual orientation; 5 (3%) on body image/physical appearance; and 4 (3%) on sexism and gender. In the same session, 223 incidents were recorded in secondary. Of these, 51 (23%) were based on race and 24 (11%) were based on sexual orientation, 23 (10%) were based on body image/physical appearance.

In session 2020-21, a total of 838 incidents were recorded in primary and 1131 in secondary. Of the 838 recorded incidents in primary, 173 (21%) were based on race, 46 (5%) on additional support needs, 39 (5%) on actual or perceived sexual orientation and 29 (3%) on sexism and gender. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. Of the 1131 incidents recorded in secondary, 316 (28%) were based on race, 138 (12%) on body image/physical appearance, 132 (12%) on sexual orientation, and 44 (4%) on sexism and gender. Other recorded incidents were based on additional support needs, disability, socio-economic prejudice, gender identity or trans identity, asylum seeker or refugee status and mental health.

From August to December 2021, 369 incidents have been recorded in primary school. Of the recorded incidents, 133 (36%) were based on race, 57 (15%) on body image; 15 (4%) on actual or perceived sexual orientation. Of the 58 incidents in secondary, 143 (24%) were based on race, 96 (16%) on actual or perceived sexual orientation, 44 (7%) on sexism and gender; 36 (6%) on body image; and 20 (3%) on additional support needs.

NOTE: The SEEMiS Bullying and Equalities module for recording all bullying and prejudice-based incidents was introduced in June 2019, following pilots in a small number of schools. Prior to June 2019, schools submitted an annual return of bullying and prejudice-based incidents. The SEEMiS Bullying and Equalities module records more detailed information than previously collated, including a wider range of categories for the perceived reason. It should be noted that the incident count shown is the highest possible count of incidents: it includes each instance of the perceived reason being displayed, per pupil and per nature of incident. For example, if one pupil experienced racism by 2 other pupils and this involved both name-calling and abusive messages, this would show as 4 instances of racism. In the previous system (up to June 2019) this would have counted as only one incident.