

Education Children and Families Committee

10am, Tuesday, 15 November 2022

Promoting Equality

Executive/routine
Wards
Council Commitments

1. Recommendations

- 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.
 - 1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented annually.

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Report

Promoting Equality

2. Executive Summary

- 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.
- 2.3 This report also references the Equalities Thematic Review carried out in October 2022 (Appendix 2) including visits at St. Augustine's RC High School (Appendix 3) and Holy Rood RC High School (Appendix 4) to review progress against recommendations from the March 2021 report on the investigation into allegations of racism [7.1 Equalities - Investigation into Allegations of Racism.pdf \(edinburgh.gov.uk\)](#)

3. Background

- 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 March 2022 Committee: [7.10 Promoting Equality.pdf \(edinburgh.gov.uk\)](#)

4. Main report

- 4.1 The 2022-23 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.
- 4.2 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 took place in March 2022. Six key staff across schools, Early Learning and Childcare and Lifelong Learning completed the national 'Building Racial Literacy' professional learning programme in April 2022 and are now working to implement the plans developed during the programme.

- 4.3 Guidance for schools on an inclusive, diverse and decolonised curriculum was launched in May 2022 and is being used by schools to take forward this aspect of school improvement plans. The guidance includes: a re-working of the HGIOS?4 (How Good Is Our School? 4) Quality Indicators for Curriculum (2.2) 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. In addition, Edinburgh colleagues continue to collaborate with Education Scotland and Glasgow City Council to develop resources for anti-racist education for the national hub.
- 4.4 In August 2022, Council approved the recommendations of the Edinburgh Slavery and Colonialism Legacy review ([Edinburgh Slavery and Colonialism Legacy Review group to present recommendations – The City of Edinburgh Council](#)), including the recommendation that ‘Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland’s and Edinburgh’s role in slavery and colonialism’. In September 2022, 6 Edinburgh History teachers attended a national professional learning residential led by Diana Paton (Professor of History at University of Edinburgh), Lisa Williams (Edinburgh Caribbean Association) and others. Topics included: Africa and Atlantic Slavery; Scottish-Caribbean Connections; Everyday life in the Caribbean: work, health, children, and gender; Food, Atlantic Slavery, and the Global Economy. Planning is underway for a professional learning event to cascade the learning from the event to Edinburgh History teachers and primary teachers.
- 4.5 The award ceremony for the inaugural Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, took place on 11th October 2022 in the City Chambers. Pupil nominations were received from primary, secondary and special schools, under the following categories: Proud to be Me; How Prejudice Makes me Feel; and Activism. In addition, a number of school staff teams were nominated whose collaborative work around Equalities has taken a creative approach and had an impact in the school and/or community. The judges were impressed by the high quality of the entries, a sample of which were displayed at the award ceremony, attended by Vineet Lal (son of Saroj Lal), Debora Kayembe (rector of the University of Edinburgh) and Theo Ogbhemhe (winner of the inaugural GTCS Saroj Lal award).
- 4.6 Work continues to increase career opportunities for teachers from black and minority ethnic backgrounds. An application and interview process workshop for teachers aspiring to middle leadership and identifying as black, Asian and minority ethnic was held in June 2022, with a follow-up session planned for November 2022. A mentoring programme for teachers from under-represented groups will be developed, in collaboration with HR.
- 4.7 16 secondary schools and 2 primary schools are currently developing their practice in LGBT inclusion through the LGBT Charter programme. Lorne Primary received particular recognition for the standard of their Silver Charter award portfolio. All

secondary schools will engage with this work over the three-year funding period to August 2023. A sharing best practice event for staff will take place in December 2022 and an in-person event for pupils is planned for February 2023 during LGBT+ History Month.

- 4.8 A toolkit for preventing and responding to Gender Based Violence and Harmful Sexual Behaviours toolkit was launched in May 2022 to support schools to navigate the range of training, resources and approaches available to promote understanding and reduce the incidence of these behaviours. The toolkit includes information about: whole school approaches and audit tools; curriculum resources; staff training; signposting for pupil and parents/carers.
- 4.9 We continue to support schools to implement the procedure on Preventing and Responding to Bullying and Prejudice. Annual training/refresh training for school leaders and Equality Co-ordinators took place in October 2022. Training on the use of the SEEMiS Bullying and Equalities module is planned for November. Further training for staff in responding to racist incidents is planned for February 2023. Further awareness-raising sessions for parents/carers, delivered by *respectme* (the national anti-bullying service) will take place in November 2022 and May 2023. A leaflet for Parents/Carers has been developed (Appendix 6) to set out the range of interventions, supports and approaches used in schools to tackle bullying.
- 4.10 Bullying and prejudice incidents data continue to be monitored. A summary of data for school sessions 2019-20, 2020-21 and 2021-22 is found in Appendix 5. Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, trends in the Pupil Wellbeing survey data would suggest that our work in this area is beginning to have an impact. This data is complemented by the new national Health and Wellbeing survey data. 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.
- 4.11 A Thematic Review of Equalities was conducted in October 2022 (Appendix 2). This included a review of data, focus group discussions, questionnaires and analysis of progress towards School Improvement Plan objectives across a sample of schools. It also included follow-through Race Equality reviews at St. Augustine's RC High School and Holy Rood RC High School in June and September 2022 respectively (see Appendices 3 and 4). The reviews found signs of significant improvements across all four areas: culture and ethos; managing incidents; the development of an inclusive, diverse and decolonised curriculum; and how the voices of children and young people influence policy and practice in our schools. There are sector leading examples of curriculum work. In a minority of schools, improvements are not yet sufficiently embedded to make a significant difference to pupils' experience and these schools have clear plans to address this. Overall, the review indicates that the authority is in a strong position to make continued improvements.

5. Next Steps

- 5.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 1).

6. Financial impact

- 6.1 Funding to support implementation of recommendation of the Edinburgh Slavery and Colonialism Legacy Review

7. Stakeholder/Community Impact

- 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

- 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

- 9.1 Appendix 1 Education and Children's Services, Equality, Diversity and Inclusion Action Plan 2022-23
- 9.2 Appendix 2 Equalities Thematic Review report
- 9.3 Appendix 3 Report on Race Equality Review - St. Augustine's RC High School
- 9.4 Appendix 4 Report on Race Equality Review – Holy Rood RC High School
- 9.5 Appendix 5 Bullying and Prejudice-related Incident Count 2019-20, 2020-21 and 2021-22
- 9.6 Appendix 6 Leaflet for Parents/Carers: Preventing and Responding to Bullying and Prejudice

Appendix 1 ECS Equality, Diversity and Inclusion Action Plan 2022-23

Education and Children's Services Equality, Diversity and Inclusion Action Plan 2022-23 (Year 3 of 3) DRAFT

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>1. Representation, recruitment and retention</p> <p>Diversity in the teaching, PSA and youth work workforce, specifically increase representation of people of colour in teaching and promoted posts.</p>	<p>Consultation (continued)</p> <ul style="list-style-type: none"> Focus groups with staff from groups of interest (teacher/PSAs) – complete findings and recommendations. <p>Recognise and support aspiring minority ethnic teachers and youth workers:</p> <ul style="list-style-type: none"> follow-up workshop for aspiring middle leaders evaluate and if successful extend volunteering opportunities plan and implement mentoring programme for black and minority ethnic staff 	<p>School and LL leaders Local Authority</p> <p>Local Authority</p>	<p>Jan. 2022</p> <p>Nov. 2022</p> <p>Feb. 2023</p> <p>March 2023</p>	
<p>2. Teaching and Learning</p> <p>Inclusive curriculum BME / black history and culture included:</p> <ul style="list-style-type: none"> in all phases of secondary school education across all disciplines 	<ul style="list-style-type: none"> support schools to use Curriculum guidance materials; identify and share good practice; evaluate [R] <p>Implement recommendation from ESCL Review group: <i>‘Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland’s and Edinburgh’s role in slavery and</i></p>	<p>Teachers, Partners Local Authority</p>	<p>March 2023</p>	

<ul style="list-style-type: none"> BME / black history and culture across all curricular areas in primary school education <p>Pathways</p>	<p><i>colonialism</i>'. [Part of wider curriculum development.]</p> <ul style="list-style-type: none"> History teachers attend national professional learning on teaching the Atlantic slave trade Cascade through professional learning opportunity for all secondary History teachers and interested primary teachers Consultation with stakeholders for community/heritage languages as L3 (1+2 Language Strategy) IYS Restless Natives: evaluate pilot project in St. Augustine's RCHS and Tynecastle HS 	<p>Local Authority and Partners</p> <p>Local Authority and partners</p> <p>Local Authority, schools and partners</p>	<p>Sep. 2022</p> <p>April 2023</p> <p>Feb. 2023</p> <p>Jan. 2023</p>	
<p>3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.</p>	<p>Raise awareness of procedure with parents-carers:</p> <ul style="list-style-type: none"> Create leaflet for parents/carers Deliver additional sessions for parents/carers Strengthen links with third sector organisations <p>Professional Learning:</p> <ul style="list-style-type: none"> Deliver training for wider staff on dealing with microaggressions and racist incidents (piloted in 2021-22) [R] Event for ScotGov Building Racial Literacy Cohort 1 to share experience and support individual plans 	<p>Local Authority; Partners</p> <p>Local Authority</p> <p>Local Authority</p>	<p>Oct. 2022 Nov. 2023 and May 2023 March 2023</p> <p>Feb. 2023</p> <p>Jan. 2022</p>	

<p>Youth Work</p> <p>Support for LGBT young people</p>	<p>Analysis of recorded bullying and equalities data:</p> <ul style="list-style-type: none"> Detailed analysis of data by protected characteristics / other factors; identify actions to strengthen recording [R] Training for schools on effective use of SEEMIS Bullying and Equalities module Deliver training for anti-racist youth work [R] Create bite-sized guidance on 'frequently-asked' aspects of guidance Progress LGBT Charter in 16 secondary schools; support all secondary schools to engage with LGBT Charter material Write guidance on tackling homophobic, bi-phobic and transphobic incidents 	<p>Local Authority</p> <p>Local Authority, teachers with responsibility for recording incidents Local Authority and partners</p> <p>Local Authority and Partner</p>	<p>Ongoing</p> <p>Dec. 2022</p> <p>May 2023</p> <p>Jan. 2023</p> <p>Aug. 2023</p> <p>Feb. 2023</p>	
<p>4. Professional Learning See also Themes 1, 2 and 3</p>	<ul style="list-style-type: none"> School Leaders: embed Equalities training as part of new Head Teacher induction and annual bite-size refresh Monitor completion of core Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers. Review local authority and partners' professional learning offer to inform planning 	<p>Local Authority, school leaders</p> <p>Local Authority</p> <p>Local Authority and partners</p>	<p>March 2023</p> <p>Jan. 2023</p> <p>Jan. 2023</p>	

5. School Improvement Planning Edinburgh Learns for Life	<ul style="list-style-type: none"> Equality, Equity and Inclusion page in school improvement plans 2022-23 Carry out Equalities Thematic Review 	Local Authority and schools	August 2022 October 2022	
6. Communication and engagement	<ul style="list-style-type: none"> Children and Young People’s Equalities Events: primary, secondary and Special Schools IYS Race Ambassadors programme evaluation through case studies [R] Saroj Lal Award for Edinburgh Schools: make 2022 entries accessible to schools to support and promote Equalities work 	Local Authority / Practitioners Schools Local Authority, partner, schools Local Authority	May 2023 Feb. 2023 Jan. 2023	

Note [R] indicates actions related to the recommendations from the investigation in allegations of racism

Appendix 2 Equalities Thematic Review report

Equalities Thematic Review

October 2022

Summary

This report provides an overview of the findings of an equalities thematic review carried out in October 2022. This thematic review sought to determine progress in relation to Education and Children's Services Equality, Diversity and Inclusion Action Plan 2020-2023.

Background

The Equality, Diversity and Inclusion Action 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.

Equalities Thematic Review

This thematic review was designed to identify strengths and next steps in our equalities work in the areas of; culture and ethos, managing incidents, the development of an inclusive, diverse and decolonised curriculum, and how the voices of children and young people influence policy and practice in our schools. The review process involved taking a closer look at six schools (three primary and three secondary). For these six schools there was an assessment of the school improvement plans, the data from the SEEMIS recording of prejudice-based incidents and training records from My Learning Hub's equalities modules. All six schools were visited, the equality coordinators interviewed and focus groups were conducted with children and young people and staff.

In addition to the review of this sample of six schools two other schools submitted self-evaluation statements. The review also includes evidence from Hakim Din, a consultant working for the Scottish Government, who has been visiting schools in Edinburgh reviewing practice in the area of equalities.

KEY STRENGTHS AND NEXT STEPS

Culture / Ethos

Strengths

In almost all schools there was a clear ethos of promoting equalities, almost all children and young people report an ethos of kindness and respect and described school cultures where equalities work is given a high profile. The majority of children and young people were able to articulate the equalities work in their school in terms of school values. In the very best practice, a commitment to equalities was evident in every aspect of the school's work and had a broad focus across all of the protected characteristics. The equalities work in these schools was integrated with the Rights Respecting Schools award. In all of the focus groups staff presented a commitment to career long professional learning and the majority were able to identify gaps in their knowledge that they intended to address. In the very best practice staff had made substantial progress through a coordinated programme of professional reading, particularly in the area of anti-racist work.

Next Steps

In a few schools the approach to developing an ethos and culture that promotes equalities has not fully established a consistent experience for children and young people. Where this is the case schools should place equalities at the heart of their improvement planning and provide high quality professional learning experiences for their staff. In most schools the completion of equalities modules from My Learning Hub was inconsistent. All staff should be given time to engage with this learning. Senior leaders and officers should monitor the engagement and impact of this professional learning.

Management of incidents

Strengths

In all of the schools, children and young people said that there was at least one adult in the school that they trusted and would speak to should they have a problem that worried them. In the majority of schools children and young people knew how to report an incident involving prejudice and were very clear about what would happen following their reporting.

Next Steps

In most schools there was inconsistent use of the SEEMIS module used to record bullying and incidents of prejudice. The main issue was that while the nature of the incident was recorded, the resolution was not. This suggests that children and young people are not being routinely informed of actions taken when an incident occurs. This results in children and young people not being sufficiently clear about the effectiveness of the process dealing with incidents of prejudice. All schools should regularly communicate how to report incidents and what will happen when incidents are reported. All schools should improve the consistency of practice relating to recording incidents on the SEEMIS module, particularly to ensure that children and young people are informed of the outcome when they report an incident. Senior leaders and officers should monitor the effectiveness of communication and recording of these processes as part of school and authority quality assurance calendars.

Curriculum

Strengths

All schools have engaged in work reviewing their curriculum from an equalities perspective. Hakim Din, a consultant on Equalities working for the Scottish Government, has commented that Edinburgh schools have made considerable progress in this area and compare very well against the national picture. Almost all schools have reviewed the variety of texts used in their curriculum so that all children and young people can see themselves represented within the contexts of their learning through the diverse range of characters in these texts. In all schools there is established, extensive practice celebrating diversity through set piece learning events e.g., Black History Month, Anti-Bullying Week, LGBT Month etc. There are also several examples of excellent curriculum planning with more developed practice where equalities is normalised and embedded more widely. In the secondary sector this is most obvious in English, Social Subjects and PSE. In the very best practice in the primary sector this work permeates all aspects of the curriculum.

Next Steps

In a few schools there is not yet a school wide approach to developing the equalities curriculum; progress is therefore reliant on a small group of very motivated and informed staff. In almost all schools the work has been intentionally focussed on a narrow range of protected characteristics. In almost all schools, equalities work across stages are stand alone experiences and there is little evidence yet of planned progression through stages.

All schools should develop a curriculum map of their equalities work and move towards building coherence across stages and progression through stages. Equalities curriculum development should begin to broaden its focus to more of the protected characteristics. This should continue to reflect the current context, for example tackling misogyny has been identified by some schools as a next step.

There was some evidence of a few schools involving parents and carers in this curriculum development work. All schools should consider engaging parents and carers more widely in equalities work.

Pupil Voice Strengths

In all schools, children and young people are taking a leading role in equalities work, this is through membership of equalities group and often leads to children and young people leading assemblies and school wide campaigns. In all schools, children and young people report that they have a platform to share their views with staff. In the majority of schools children and young people can describe how their views have led to changes in policy and practice. In the very best practice, children and young people have the skills and language to critically evaluate the work of their school and contribute to the improvement cycle in a way that is clear and demonstrable.

Next Steps

While all schools have taken significant steps to develop the role of children and young people in equalities work, in a minority of cases pupils reported that they did not feel empowered to contribute to the school improvement planning process.

Conclusion

In the schools sampled there are signs of significant improvements in the development of ethos/culture, management of prejudice incidents, curriculum and in the involvement of pupils in leading equalities work. There are sector leading examples of curriculum work in the majority of the schools in this review. However, in a minority of schools staff perception of the experiences of children and young people are not reflected in the feedback from the children and young people themselves. Although this disconnect relates to all aspects of equalities work, ensuring that all children and young people who report an incident are given feedback on the outcome of incidents and that this is recorded on the SEEMIS module should ensure an immediate improvement in their perception of equalities. Further improvements will be made through closely involving children and young people in the self-evaluation of equalities work within schools.

In light of these conclusions a further Equalities Leadership summit will be planned for the Spring term. This will focus on sharing the good practice identified and supporting schools with next steps. All schools will then review progress in Equalities as part of the annual Standards and Quality Reporting process. This evidence will then be captured and used to shape the Annual Action Plan for Equalities, reported to ECF in December 2023.

Appendix 3 St. Augustine's RC High School Race Equality Review report

St. Augustine's Roman Catholic High School

Race Equality thematic review, conducted alongside a local authority 'follow-through visit', 23rd June 2022

Summary

A thematic review of Race Equality was carried out alongside a local authority 'follow-through visit' on 23rd June 2022. This thematic review sought to determine the school's progress in relation to areas for improvement identified in the report 'Equalities: Investigation into Allegations of Racism' presented to the Education Children and Families Committee on 2nd March 2021.

Background

Between August and October 2020, Council officers investigated allegations (received June – August 2020) that a culture of racism existed in certain schools. The investigation was overseen by an independent specialist in equalities and education. The overall conclusions were that while there was no evidence that a culture of racism existed, there were learning and development needs for certain schools and for the authority overall.

The report identified the following areas for improvement/actions for the schools involved:

Process	The school needs to review its practice in recording incidents and reporting back to the young people affected by them.
	The school should ensure that there are clear mechanisms for pupils and staff, including temporary staff, to report racist incidents.
Management	The school needs to improve its practice on checking on the welfare of those affected by racist incidents.
	The school should also review procedures for sharing information with other agencies to ensure that records of actions are maintained and reviewed as appropriate.
Curriculum	The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with.
Culture	The school should ensure that decisions to reflect diversity and inclusion are done sensitively and in partnership with young people
	The school should ensure effective professional learning for all staff to improve practice in this area.
	The school should work to improve the culture such that microaggressions are not tolerated
	The school should act to ensure that staff are aware of the dangers of actions being interpreted as racist, anticipate any such dangers, and act to reassure pupils that any actions taken by the school are fair and appropriate.

Specific recommendations for each school were also made. Key strengths and next steps are outlined below, with an additional section on wider Equalities work.

Race Equality thematic review

The school has undertaken a programme of actions to address the recommendations. This work has been carried out mainly between April 2021 (following the full return to school after the second COVID lockdown) and June 2022. The work has been led by the Curriculum Leader for English with an additional remit for Equalities, supported by a wider staff Equalities Committee and working in partnership with Intercultural Youth Scotland. The school has reported fully on actions taken and next steps, and this self-evaluation was confirmed through discussions with pupils and staff. It would be beneficial to triangulate evidence from staff and pupils through parent focus groups. The school is committed to continuing to improve the experience of young People of Colour.

KEY STRENGTHS AND NEXT STEPS

Process

The process for reporting racist (and other prejudice-based) incidents is clear to pupils and staff. Work should continue to ensure that all pupils, including those new to the school, are aware of how to report racist incidents. For greater transparency and confidence, all pupils need to be aware of the steps that are taken when they report an incident.

Management of incidents

Pupils are aware of key members of staff with responsibility and who can offer support; they report that this has been communicated very clearly to the whole school. Pupils report that incidents are mainly dealt with effectively. It will be important to ensure greater consistency in support and follow-up and that young people always receive feedback on what action has been taken, in a timely manner. The school should ensure particular care when supporting pupils in the early stages of acquiring English who may not yet be able to fully communicate their views (in English). Ongoing professional learning and dialogue across staff groups will be key to enable all staff to become confident in supporting students who experience racism and in addressing microaggressions or other incidents when they occur.

Curriculum

The school has begun to critically examine the curriculum with particular reference to race equality and anti-racism, supported by the partnership with Intercultural Youth Scotland. Some curricular areas have explored this in more depth and pupils speak positively about the impact of this work in the classroom. The school should continue to critically examine the curriculum across all curricular areas and stages, with reference to the authority guidance for an inclusive, diverse and decolonised curriculum, so that Race Equality and anti-racist perspectives are embedded and threaded through the curriculum and not limited to stand-alone units of work or Black History Month. To create a cohesive curriculum, it will be important to link this work to UNCRC and Rights Respecting School.

Culture / Ethos

There is a positive culture where pupils feel from minority ethnic / cultural / faith / language groups feel recognised and a valued part of the school. The school has recognised the need and worked to develop this positive culture with the staff and also with pupils. Pupils commented very positively on the pupil-led Culture Days and that there is more interest in their culture and faiths. The Culture Days have been part of important wider and deeper initiatives across the school, including addressing microaggressions and racist incidents and beginning to develop an anti-racist and decolonised curriculum. It is notable that young people feel enabled to speak their home language around the school, both in social contexts and to support learning. Work with staff has included training, communication and clear expectations and guidance. The congruence across all these areas of work contribute to the culturally inclusive and anti-racist ethos of the school. The school should continue to nurture and strengthen a culturally inclusive and anti-racist ethos in the school, through working with staff and pupils.

Other

In addition to the specific areas covered above, the following areas of work will continue to be important in progressing work on Race Equality and anti-racism.

- Communication: continue to ensure clear communication with pupils and staff about Race Equality and anti-racism through a range of channels.
- Pupil Voice: continue to strengthen pupil voice and pupil leadership for Equalities. Ensure two-way communication so that pupils know that requests or issues raised have been considered and acted on, or a reason given if not possible.
- Parent Voice: continue to seek to actively engage with and empower Parents of Colour to participate fully in the life of the school.
- Staff confidence: continue to develop the racial literacy of all staff through professional learning and dialogue.

WIDER EQUALITIES

The school recognises that whilst the intentional focus for Equalities work over the past 12 -18 months has been Race Equality and anti-racism, it is important that other protected characteristics are included in this work going forward, taking an intersectional approach. This is supported by pupil voice; pupils mentioned especially neurodiversity, gender (Sex) equality and LGBT equality as areas to be developed. Some positive steps have already been taken, for example the 'Made this Way' club (peer support for LGBT young people), initiated by young people.

CONCLUSION

The school has made good progress against the recommendations in the 2021 report on the investigation into allegations of racism and has planned for further improvements over time, in the context of wider Equalities work.

Appendix 4 Holy Rood RC High School Race Equality Review report

Context

A thematic review of Race Equality was carried out (alongside a local authority Supported Self-Evaluation visit) on 5th September 2022, with additional pupil focus groups on 4th October 2022. This thematic review sought to determine the school's progress in relation to areas for improvement identified in the report 'Equalities: Investigation into Allegations of Racism' presented to the Education Children and Families Committee on 2nd March 2021 (see Background). Key strengths and next steps are outlined below.

The review was undertaken by a Depute Head Teacher ASL with an Equalities remit and the Senior Development Officer for Equalities. The review included: a presentation by the Head teacher and Senior Leadership team, a review of documentation, 4 pupils focus groups with pupils from all year groups (2 BME groups and 2 mixed groups); conversation with a Pupil Equalities Co-ordinator; a staff focus group; a Middle Leader focus group and a Black and minority ethnic staff focus group. In addition, two senior phase Equalities and Inclusion lessons in Religious and Moral Education were visited.

Background

Between August and October 2020, Council officers investigated allegations (received June – August 2020) that a culture of racism existed in certain schools. The investigation was overseen by an independent specialist in equalities and education. The overall conclusions were that while there was no evidence that a culture of racism existed, there were learning and development needs for certain schools and for the authority overall.

The report identified the following areas for improvement/actions for the schools involved:

Process	The school needs to review its practice in recording incidents and reporting back to the young people affected by them.
	The school should ensure that there are clear mechanisms for pupils and staff, including temporary staff, to report racist incidents.
Management	The school needs to improve its practice on checking on the welfare of those affected by racist incidents.
	The school should also review procedures for sharing information with other agencies to ensure that records of actions are maintained and reviewed as appropriate.
Curriculum	The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with.
Culture	The school should ensure that decisions to reflect diversity and inclusion are done sensitively and in partnership with young people
	The school should ensure effective professional learning for all staff to improve practice in this area.
	The school should work to improve the culture such that microaggressions are not tolerated
	The school should act to ensure that staff are aware of the dangers of actions being interpreted as racist, anticipate any such dangers, and act to reassure pupils that any actions taken by the school are fair and appropriate.

Key strengths and next steps from the visit

Strengths

- A positive ethos, with caring and supportive relationships between pupils and between staff and pupils, with respect for difference, was evident in the lessons visited and in interactions around the school.
- Pupil and staff readiness to engage in conversations about Race Equality and wider Equalities issues was evident in the lessons visited and in all focus groups.

Next Steps

- To improve the procedure for managing racist incidents (and other bullying and prejudice-based incidents). Although work has started, it is not yet fully embedded to the extent that all pupils have confidence in reporting incidents, in the knowledge that these will be dealt with effectively.
- To continue to critically examine the curriculum across all curricular areas and stages, with a focus on Race Equality and anti-racist perspectives. This will ensure that these are threaded through the curriculum, with coherence and progression.
- To explicitly nurture a culturally inclusive and anti-racist ethos through involvement of pupils, staff, parents and the wider learning community. This will ensure that all pupils and staff from minority ethnic / cultural / faith / language backgrounds feel recognised and valued.

Summary of Findings

This section provides more detail about strengths and next steps identified through the visit. These are organised by recommendation from the March 2021 report (above) and pertain to Quality Indicators 2.4 Curriculum and 3.1 Wellbeing, Equality and Inclusion.

Process to Report and Management of Incidents

Strengths

Pupils know that they can report incidents to their Year Head or a member of staff.

Next steps

Pupil confidence in reporting racist incidents and how they will be dealt with is mixed. Some pupils said they didn't or wouldn't report an incident in case this had negative repercussions for them; some pupils said they had confidence in some staff. Work should continue to ensure that all pupils are aware of how to report racist incidents and have confidence that any member of staff would deal with this supportively and effectively. A range of communication methods, including involving young people in communicating key messages, will support this. For greater transparency and confidence, all pupils need to be aware of the steps that are taken when they report an incident. Ongoing professional learning and dialogue across staff groups will be key to enable all staff to become confident in supporting students who experience racism and addressing racial microaggressions or other incidents when they occur.

Curriculum

Strengths

Positive steps have been taken to critically examine the curriculum with particular reference to race equality and anti-racism, especially in Social Studies and English. All staff have engaged with training on decolonising the curriculum.

Next steps

Staff readily shared insightful reflections and some changes they had made to the curriculum in their own subject. This work can be extended by taking steps to make links across curriculum areas and subjects. Pupil views on their experience of the curriculum were mixed: whilst pupils appreciated efforts made during Black History Month, in particular the visibility of people of colour, overall they did not consider the curriculum to be sufficiently diverse, inclusive or anti-racist. The school should continue to ensure that Race Equality and anti-racist perspectives (and other protected characteristics) are embedded and threaded through the curriculum and not limited to stand-alone units of work or Black History Month (BHM). Consideration should be given to partnership with organisations such as Intercultural Youth Scotland, to increase positive role models for Black and Minority ethnic young people and to support professional learning and confidence in 'race talk' (facilitated conversations and dialogues about race and racism in classroom contexts).

Culture / Ethos**Strengths**

Pupils contribute to a positive ethos in the school and there are courteous and respectful relationships between pupils and between staff and pupils. Pupil commented positively on respect for difference, for example that pupils are invited to pray according to their own religion during Mass. In session 2021-22, the school held a 'Culture Day', initiated by senior pupils, and a 'Wear Red' day for Show Racism the Red Card.

Next Steps

Strengthening pupil involvement in planning and communication for the 'Culture Day' and 'Wear Red' day will help ensure that these positive initiatives are more meaningful for pupils and the school community. Actively seeking the views of pupils and staff from minority ethnic / cultural / faith / language groups can inform practice and strengthen their sense of belonging in the school. Involvement of pupils across all year groups in the Equalities pupil committee will strengthen pupil voice and enable more young people to lead this work. Involving pupils, staff and the wider learning community, will contribute to further nurturing a culturally inclusive and anti-racist ethos.

Appendix 5 Bullying and Prejudice-related Incident* Count 2019-20, 2020-21, 2021-22

*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		2021-22		2019-20		2020-21		2021-22	
	count	%	count	%	count	%	count	%	count	%	count	%
not known	81	52	290	35	306	34	52	23	159	14	272	23
race and racism incl. culture	25	16	173	21	210	23	51	23	316	28	327	27
actual or perceived sexual orientation	6	4	39	4.5	38	4	24	11	132	11.5	180	15
disability	0	-	5	1	5	1	3	1	25	2	11	1
sexism and gender	4	2.5	29	3	9	1	4	2	44	4	75	6
religion or belief	0	-	3	-	6	1	2	1	12	1	15	1
sectarianism	0	-	0	-	3	0	1	0.5	0	-	-	-
gender identity or trans identity	0	-	3	-	6	1	0	-	16	1.5	21	2
other: please specify	33	21	200	24	155	17	47	21	251	22	133	11
Additional Support Needs	3	2	46	5.5	76	8	13	6	22	2	70	6
Asylum Seeker or refugee status	0	-	0	-	-	-	1	0.5	1	-	-	-
Body image and physical appearance	5	3	38	4	93	10	23	10	138	12	85	7
care experience	0	-	6	-	-	-	0	-	2	-	4	0
Gypsy/Travellers	0	-	0	-	2	0	0	-	2	-	-	-
Marriage/civil partnership of parents/carers or other family members	0	-	1	-	-	-	0	-	0	-	-	-
mental health	0	-	5	1	1	0	1	0.5	2	-	-	-
pregnancy and maternity	0	-	0	-	-	-	0	-	0	-	-	-
socio-economic prejudice	0	-	0	-	1	0	1	0.5	9	1	-	-
Young carer	0	-	0	-	1	0	0	-	0	-	-	-
Total	157		838		912		223		1131		1193	

Incidents of bullying and prejudice are recorded in line with Scottish Government guidance [Recording and monitoring of bullying incidents in schools: supplementary guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/collections/documents/Recording-and-monitoring-of-bullying-incidents-in-schools-supplementary-guidance.pdf)

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 (2.5%) 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 (5.5%) on additional support needs, 39 (4.5%) 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 (11.5%) 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.

In session 2021-22, 912 incidents were recorded in primary school. Of the recorded incidents, 210 (23%) were based on race, 93 (10%) on body image; 76 (8%) on Additional Support Needs; and 38 (4%) on actual or perceived sexual orientation. Of the 1193 incidents in secondary, 327 (27%) were based on race, 180 (15%) on actual or perceived sexual orientation; 85 (7%) on body image or physical appearance; 75 (6%) on sexism and gender; and 70 (6%) on Additional Support Needs. Other recorded incidents were based on disability, religion or belief, and gender identity or trans identity.

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.

Preventing and Responding to Bullying and Prejudice

A Guide for Parents and Carers

What is bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this their sense of 'agency'.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online

Bullying is not...

- Disagreements or falling out
- More serious behaviours, e.g. physical assault, sexual assault, sharing indecent images, theft, hate crime.

**If the behaviour is more serious,
we follow Child Protection or Risk Management procedures.**

Examples of bullying and prejudice-based behaviour

- Name-calling, teasing, mocking, put-downs
- Physical acts, e.g. pushing, kicking
- Spreading gossip, rumours, lies
- Stealing, hiding or damaging possessions
- Ignoring, excluding
- Threats
- Sending abusive messages or pictures on social media, online gaming platforms or phone

The language we use to talk about bullying and prejudice

We talk about:

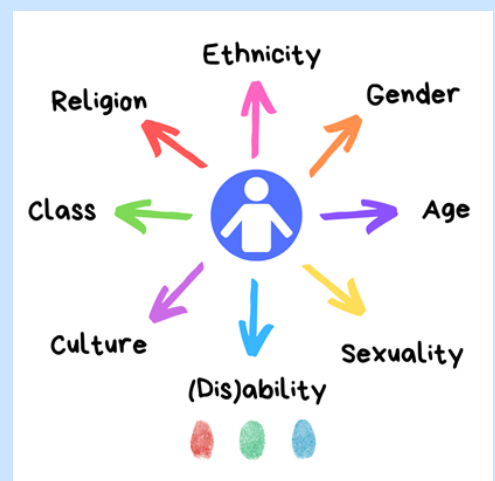
- Bullying behaviour
- The child experiencing bullying (not the 'victim')
- The child displaying bullying behaviour (not the 'perpetrator')

This is because we believe bullying behaviour can be temporary and can be changed.

Prejudice-based bullying

Bullying behaviour can be motivated by prejudice about a person's actual or perceived identity.

Examples are: racism, sexism, homophobia, biphobia, transphobia, ableism and faith-based prejudice.



United Nations Convention on the Rights of the Child (UNCRC)



No child should be treated unfairly because of who they are, what language they speak, what their religion is, whether they are rich or poor, whether they are disabled or for any other reason. *(Article 2)*

All children have the right to be listened to and taken seriously. *(Article 12)*

All children have the right to an education. *(Article 28)*

Prevention

- We have clear procedures for dealing with bullying and prejudice
- Pupils, staff and parents and carers know what they are
- We promote equality and diversity
- We challenge stereotypes, bias, prejudice-based attitudes and language
- We build resilience and empathy
- We ask pupils, staff and parents for their views
- We are developing an inclusive, diverse and decolonised curriculum

Positive Relationships and Inclusion

We promote:

- Positive Relationships
- Resilience
- Restorative approaches
- Children's Rights



What do we do when a child is experiencing bullying?

- We listen to the child and reassure them
- We offer support and let them tell us what happened and how they feel
- We ask the child what could help
- We tell them we will act to stop the bullying
- We investigate, speaking with the children involved and any witnesses
- We speak with parents, after consultation with the child
- We seek advice when we need to
- We decide on appropriate actions
- If the behaviour is more serious, we follow Child Protection or Risk Management procedures



How do we work with pupils who bully others or who present prejudiced attitudes or behaviour?

- Pupils are treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident.
- We talk to the pupil(s) and listen to them
- We talk to anyone who witnessed what happened
- We reinforce the message that bullying and prejudice are not acceptable and must stop
- We address any prejudiced attitudes
- We ask for a commitment to stop the behaviour
- We consider consequences
- We consider supports the pupil needs
- We contact parents/carers
- We check to make sure the behaviour stops

Examples of possible actions

- Restorative conversations, if appropriate
- Peer mentoring and mediation
- Reducing opportunities for contact, where necessary and possible
- Consequences
- Assessment of additional support needs
- Referral to a support service, if appropriate
- Class or individual programme to address bullying and prejudice
- Involvement of parents/carers



What can I do if my child is experiencing bullying or prejudice?

Please talk to:

- Your child's class teacher
- Your child's Pupil Support Leader
- The school Equality Co-ordinator
- The Head teacher

We will listen.

We take bullying and prejudice seriously and will work to make it stop.

Policies, procedures and recording

Local Authority Procedure for Preventing and Responding to Bullying and Prejudice
([LINK](#))

Every school has its own procedure, in line with the Authority procedure. See school websites.

Schools record and monitor incidents of bullying and prejudice-based behaviour, in line with national guidance.

Support, Advice, Complaints

If you have tried to resolve the issue with the school and need further support and advice, or wish to complain, you can contact the [Education Advice and Complaints Service](#)

Address: 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

Email: cf.complaints@edinburgh.gov.uk