

Education Children and Families Committee

10am Tuesday, 18 May 2021

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 Approve the strengthened procedure for Preventing and Responding to Bullying and Prejudice amongst Children and Young People
 - 1.1.3 Approve the supplementary guidance on Tackling Racist Incidents and Creating an Anti-Racist Culture
 - 1.1.4 Agree next steps at 5.1 – 5.3
 - 1.1.5 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

Lorna French

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Report

2. Executive Summary

- 2.1 This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan and outlines a number of new initiatives. Our work continues to involve primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service and Lifelong Learning (CLD).
- 2.1 This report describes work to raise awareness of discrimination and inequality. We reaffirm our commitment to confronting and addressing the harmful and deep-rooted problem of interpersonal and systemic racism and discrimination in all its forms.
- 2.2 The conclusions of the Investigation into Racism in Schools reflect work set out within the Equalities Action Plan and will be reported at each Committee cycle as part of this report.

3. Background

- 3.1 The current Equality, Diversity and Inclusion Action Plan was approved at Policy and Sustainability Committee in July 2020. The updated Action Plan can be found in Appendix 1.
- 3.2 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, the last written report being presented at the October 2020 Committee:
(<https://democracy.edinburgh.gov.uk/documents/s27898/7.4%20Promoting%20Equality%20Full%20Committee.pdf>). A verbal update was given at the December 2020 Committee (https://edinburgh.public-tv/core/portal/webcast_interactive/533013/start_time/4443000).
- 3.3 This work sits within the Council-wide Diversity and Inclusion Strategy and overlaps in some area, e.g. Human Resources and cultural assets.
- 3.4 A report on the investigation into allegations of racism was presented at the March 2021 Committee
<https://democracy.edinburgh.gov.uk/documents/s32017/7.1%20Equalities%20-%20Investigation%20into%20Allegations%20of%20Racism.pdf>.

4. Main report

- 4.1 Communication and Engagement:** there is strong engagement across all sectors in Equalities work. This is being developed and sustained by a number of well-established and more recently-formed groups involving a range of Council officers, staff, partners and stakeholders: the Communities and Families Equalities Steering Group and subgroups, Parent Reference Group, school Equality Co-ordinator Network, and Staff Reference Group. At school level, pupil-led Equality groups are the key forum for making change happen and examples of their activity can be found in appendices 2 and 3 (The Best of Black History Month 2020 and The Best of LGBT History Month 2021). Pupil-led Equalities groups determine their own priorities and actions through self-evaluation and participation as outlined in our guidance 'Pupil Equalities Groups: guidance for schools' (Appendix 4) and using self-evaluation tools such as 'How Good is OUR School?'. This term we're running workshops to support schools further with strengthening and developing these groups.
- 4.2** The new Saroj Lal Award will be launched early in session 2021-22. The award, run by the Arts and Creative Learning Team, is designed to raise awareness of diversity and equality. Created in honour of Saroj Lal (1937-2020), a pioneering figure in race equality and social justice in Edinburgh and Scotland, the award aims to shine a light on the impact of prejudice and the potential to use art for positive change. Teachers will be asked to nominate pupils' art work under three categories and cash prizes will be made to a number of winners. All nominated artworks will be collated into a resource bank for schools and pupils to use to stimulate discussion and action. The City of Edinburgh Council award has been highlighted in recent media communications on two other awards which bear Saroj's name: the GTCS Saroj Lal Award for a Pioneering Spirit in Equality and Diversity; and the Moray House Saroj Lal Scholarship which will be awarded to an applicant accepted onto a PGDE Primary programme from a Black, Asian or Minority Ethnic (BAME) background. Further media communication is planned for the launch of the City of Edinburgh pupil award in August 2021.
- 4.3 Representation, recruitment and retention:** The scope of the planned consultation with our current BAME staff on their experience of working in Communities and Families has been widened to include Lifelong Learning youth workers and school librarians. A pre-consultation took place in March and the consultation period will be during the summer term. Findings will be reported at the October 2021 Committee.
- 4.4** Work is underway to strengthen recruitment processes to support increasing diversity. An inclusion statement now appears in all education post advertisements, we are preparing to pilot anonymised shortlisting and are actively identifying opportunities to use positive action measures. We have initiated a discussion with the BAME colleague network to explore mentoring for colleagues and young people as well as supporting potential applicants for posts in Communities and Families.

- 4.5** Planning is underway for joint work with Developing the Young Workforce (DYW), Skills Development Scotland (SDS) and Intercultural Youth Scotland to embed the Restless Natives programme in two schools: Tynecastle High School and St. Augustine's RC High School. The programme aims to help fulfil the objectives of the Young Person's Guarantee, ensuring that BAME young people receive equitable support to achieve a positive destination aligned with their ambitions and potential. The programme will also support school and SDS staff to better understand the cultural barriers facing young Black and People of Colour and their understanding of anti-racist practice in education. Further detail can be found in Appendix 5.
- 4.6 Teaching and Learning:** an Equalities Staff Reference group has been established, with representation across all sectors, from teachers, middle management and senior leaders and support from partners. The initial focus of this group is the curriculum. Through open and reflective professional dialogue, colleagues have begun to explore and work towards a shared understanding of the distinct concepts of a *diverse* and *decolonised* curriculum and to suggest creative ways to take this work forward, with depth and authenticity.
- 4.7** Ten primary classes will take part in the Heartstone Story Circle Project (<https://heartstonechandra.com/projects/heartstone-education-projects/anti-hate-crime/>) which uses stories alongside images from the past and present to explore the many facets of prejudice and intolerance. By looking at the origins of prejudiced behaviour, it helps children break away from learned behaviour and develop resilience. It explores identity, being proud of yourself and raises aspirations. There will be training and ongoing support for teachers involved. The project will begin with current P6 and P7 classes in the summer term and continue into P7 and S1. Participating schools are the St. Augustine's cluster, Craighour Park and Stenhouse primary schools.
- 4.8** Links are being established with a range of partners including Scotdec (<https://scotdec.org.uk/>), Intercultural Youth Scotland, Lisa Williams (Edinburgh Caribbean Association) and Pran Patel (<https://theteacherist.com/>), to ensure a sustained programme of individual and whole-school professional learning to support a diverse, decolonised and anti-racist curriculum. A summary overview of training can be found in Appendix 6.
- 4.9** Information, resources and good practice are shared across schools through the bi-monthly Equalities Newsletter for all staff – the March/April 2021 newsletter can be found in Appendix 7. In addition, two special issues 'Best of Black History Month 2020' and 'Best of LGBT History Month 2021' have been produced to share the wide range of activities which took place across primary and secondary schools in October and February – see appendices 2 and 3.

4.10 A number of schools have set up staff Equality reading groups and we are working with partners to produce a series of recommended reading lists to support these groups.

4.11 Health and Wellbeing: the strengthened procedure on Preventing and Responding to Bullying and Prejudice amongst Children and Young People (Appendix 8) and supplementary guidance on Tackling Racist Incidents and Creating an Anti-Racist Culture (Appendix 9) is being implemented in all schools. Training to support the implementation is detailed below.

Training	Participants	Date
Respectme: Bullying is Never Acceptable	Equality Co-ordinators	Nov. 2019 – Feb. 2020
Follow-up training on strengthened procedure with a focus on tackling racist incidents, creating an anti-racist culture and hate crime.	Equality Co-ordinators	Nov/Dec. 2021
Respectme: Bullying is Never Acceptable	PSAs	Jan. 2021
Respectme training for parents/carers	Parents and Carers	May 2021

4.12 Bullying and prejudice incidents data continues to be monitored closely and a complete summary of the most recent figures is found in Appendix 10. The data for 2019-20 and 2020-21 are not representative of a full school year due to periods of school closure.

4.13 For the current school session to April 2021, in both primary and secondary, the highest proportion of prejudice-based incidents are those based on race - 21% and 28% respectively. In primary, incidents based on additional support needs account for 9% and those based on sexual orientation account for 3%. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. In secondary, incidents based on body image account for 15%, those based on sexual orientation 6% and those on sexism and gender, 4%. 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.

4.14 We will continue to monitor bullying and prejudice incidents at authority level on a termly basis and use this data to evaluate against outcomes and to inform planning for Equalities and Health and Wellbeing.

4.15 LGBT Youth Scotland is funded to take forward the LGBT Charter across Edinburgh secondary schools over the next three years. We encourage all secondary and secondary special schools to take advantage of this grant-funded support to promote

LGBT equality, as part of their wider Equalities work, over the three-year funding period. Schools can take this forward as an improvement priority in line with their wider school improvement planning, informed by self-evaluation. To date, 11 secondary schools and one special school have registered. In addition, 2 primary schools have registered independently for the Charter. We will report fully on this work at a future Committee.

4.16 The Investigation into Racism in Schools report drew conclusions on the following 4 themes: process, management, curriculum and culture. Actions in respect of each theme are shown below, cross referenced against work ongoing and reported through the Equality Diversity and Inclusion Action Plan. Actions not yet in train will be included in the revised Equalities Action Plan. Phase Two of the Self-Evaluation on Equalities will gather data on the impact of each action.

4.17 Table detailing Authority Actions following from Investigation into Racism in Schools

Theme	Authority Actions
Process	<ul style="list-style-type: none"> Ensure that each school has an Equalities Coordinator (staff) Ensure that each school has pupil-led Equalities Groups Ensure that each school has drafted an Action Plan Ensure that the strengthened procedure for Preventing and Responding to Bullying and Prejudice amongst Children and Young People' and the new guidance on tackling racist incidents is embedded Provide training for staff on Tackling Racist Incidents Coordinate with Young Edinburgh Action to ensure young people are aware of revised processes.
Management	<ul style="list-style-type: none"> Provide training to embed anti-racist perspective Scrutiny of Anti-bullying/prejudice statistics Provide training to improve handling of racist Complaints Sampling of school record keeping for AB/prejudice incidents in partnership with other agencies (Police)
Curriculum	<ul style="list-style-type: none"> Develop staff network to revise and review curriculum Support partners to work with schools to review curriculum Support and develop Saroj Lal Award Develop further training for staff
Culture	<ul style="list-style-type: none"> Provide guidance for pupil participation to embed anti-racist perspective, e.g. school uniform Provide enhanced, masters level training for staff to develop and extend anti-racist culture Annual Equalities Youth Summits per sectors

5. Next Steps

- 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.
- 5.3 Discuss actions from Investigation into Racism in Schools with all Equalities Groups (staff, parent, Steering, youth)

6. Financial impact

- 6.1 Heartstone Story Circle Project – match funding £7500.

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 Communities and Families, Equality, Diversity and Inclusion Action Plan 2020-21
- 9.2 Appendix 2 The Best of Black History Month 2020
- 9.3 Appendix 3 The Best of LGBT History Month 2021
- 9.4 Appendix 4 Pupil Equalities Groups: guidance for schools
- 9.5 Appendix 5 Restless Natives in Schools: initial outline for schools
- 9.6 Appendix 6 Overview of Equalities, anti-racism and curriculum training
- 9.7 Appendix 7 Equalities Newsletter March/April 2021
- 9.8 Appendix 8 Procedure: Preventing and Responding to Bullying and Prejudice amongst Children and Young People

Appendix 1

Communities and Families Equality, Diversity and Inclusion Action Plan 2020-21

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.

Theme	Tasks	Empowered System	Target date	Progress
1. Representation, recruitment and retention Diversity in the teaching, PSA and youth work workforce	<ul style="list-style-type: none"> include guidance for probationer teachers and mentors re. legal and statutory requirements for race equality and diversity, and rights raise awareness of bias and inequity: Head Teachers, CLD managers – Creative Conversation: Educating for Race Equality (<i>Professional Learning</i>) [R] consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers) raise awareness of mentoring networks for under-represented groups (teacher/PSA/youth workers) identify ways to recognise and support aspiring Black, Asian and minority ethnic teachers and youth workers 	Teachers & practitioners GTCS School leaders Teachers & practitioners, youth workers Teachers & practitioners School leaders, youth work leaders	August 2020 November 2020 December 2020 November 2020 January 2021	<ul style="list-style-type: none"> completed (update in Probationer's handbook) Creative Conversation 1st October 2020 HT Race Equality Seminars April/May 2021 BAME staff consultation planned; to take place in April/May 2021 A question about mentoring networks is included in the consultation.
2. Teaching and Learning Inclusive curriculum BME / black history and culture included: <ul style="list-style-type: none"> in all phases of secondary school education across all disciplines 	<ul style="list-style-type: none"> Deliver <i>Professional Learning</i>: <ul style="list-style-type: none"> Decolonising the Curriculum (secondary) [R] Creating an inclusive curriculum (primary) [R] Create Inclusive Curriculum resource database 	School leaders, Teachers, Partners Teachers & practitioners Teachers &	Oct. 20 & Jan. 21 Jan. 21 & Mar. 21 August 2020 August 2020	<ul style="list-style-type: none"> Creative Conversation 1st October 2020 Equalities staff reference group established January 2021, with a focus on the curriculum See also training overview completed

<ul style="list-style-type: none"> BME / black history and culture across all curricular areas in primary school education through youth work 	<ul style="list-style-type: none"> Carry out formal audit of Black History across BGE and Senior Phase Identify ways to support the teaching and learning of Community/Heritage Languages as L3 (1+2 Language Strategy) Language Ambassadors Programme and Young Interpreters Scheme: obtain baseline information and agree a target number of participating schools 	Practitioners Local Authority Local Authority	November 2020 August 2020 November 2020	<ul style="list-style-type: none"> See Inclusive Curriculum working group above Work on resources for L3 ongoing. Longer-term work with SCILT and e-sgoil initiated.
<p>3. Health and Wellbeing Anti-bullying. Implementation of revised procedure.</p>	<ul style="list-style-type: none"> Engagement with Parent Council Locality groups Professional Learning: Respect for All training for Equality Co-ordinators Strengthen section of procedure on reporting, investigation and follow-up of incidents, with particular ref. to prejudice-based bullying and racist incidents. [R] Professional Learning: Follow-up training on recording, prejudiced-based bullying, dealing with racist incidents, hate crime [R] All schools establish/re-constitute pupil-led Equalities Groups [R] 3 secondary schools pilot IYS Race Ambassadors programme Respect for All training for Parents-Carers Professional Learning: Respect for All training for PSAs Analyse recorded bullying incidents data by protected characteristics [R] 	Parents & Carers Partners Learners, Partners, Local Authority School leaders Learners Partners Parents & carers Support staff Local Authority, School leaders Local Authority	February 2020 March 2020 August 2020 December 2020 December 2020 Aug. 2020-June 2021 December 2020 June 2021 Aug. 2020, Jan. & August 2021	<ul style="list-style-type: none"> Completed 5 of 6 sessions delivered to March 2020. Online learning modules now available covering same content. Revised procedure and supplementary guidance on tackling racist incidents issued to schools November 2020. Ongoing support for implementation. 4 sessions delivered Nov/Dec. 2020 Included in HT Race Equality training April/May 2021 Guidance to support issued September 2020 Sharing practice workshops April/May 2021 Initial participating schools: Liberton HS, the Royal High School. Review and planning for next phase in progress. Schools engaging with parents-carers to review local policy. Training May 2021. Delivered to 220+ PSAs on January in-service. Online learning modules available. Ongoing – termly.

<p>Youth Work</p> <p>Support for transgender young people</p>	<ul style="list-style-type: none"> • Carry out and analyse equalities survey of Council and third sector youth providers to inform actions. • Deliver training for anti-racist youth work • Revise Edinburgh guidance on supporting transgender young people after publication of revised national guidance (<i>publication delayed</i>) 	<p>Youth workers, Partners</p> <p>Teachers & practitioners, Partners</p>	<p>March 2020</p> <p>March 2021</p> <p>August 2021 (<i>provisional</i>)</p>	<ul style="list-style-type: none"> • Completed • <i>Revised national guidance not yet published.</i>
<p>4. Professional Learning See also Themes 1, 2 and 3.</p>	<ul style="list-style-type: none"> • core (required) Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers • progress development of whole-school Equalities training (Learning & Development) • create database of recommended Equalities training (internal, third sector, other) 	<p>Teachers & practitioners</p> <p>Teachers, practitioners</p> <p>Partners</p>	<p>June 2021</p> <p>June 2021</p> <p>January 2021</p>	<ul style="list-style-type: none"> • Included in Working Time Agreement for teachers 2020-21. • See training overview. • In progress
<p>5. Adaptation and Renewal Edinburgh Learns for Life</p>	<ul style="list-style-type: none"> • planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights [R] 	<p>Local Authority School leaders</p>	<p>June 2020 and ongoing</p>	<ul style="list-style-type: none"> • Ongoing. Equality, Equity and Inclusion are key themes in School Renewal Plans for 2021-22.
<p>6. Communication</p>	<ul style="list-style-type: none"> • Develop communication strategy <ul style="list-style-type: none"> ➤ For young people, by young people ➤ ELATE (Edinburgh Learns Magazine) 	<p>Local Authority Learners</p>		<ul style="list-style-type: none"> • Ongoing
<p>7. Self-evaluation</p>	<ul style="list-style-type: none"> • Create and implement a schedule for review of data by Equalities Steering group (incl. ownership) (e.g. attainment, bullying incidents, exclusions, pupil survey, employment) 	<p>Local Authority, School leaders, Partners</p>	<p>October 2020</p>	<ul style="list-style-type: none"> • Ongoing

Note

Updates are shown in blue font.

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

EQUALITIES NEWSLETTER SPECIAL EDITION

The Best of BLACK HISTORY MONTH 2020

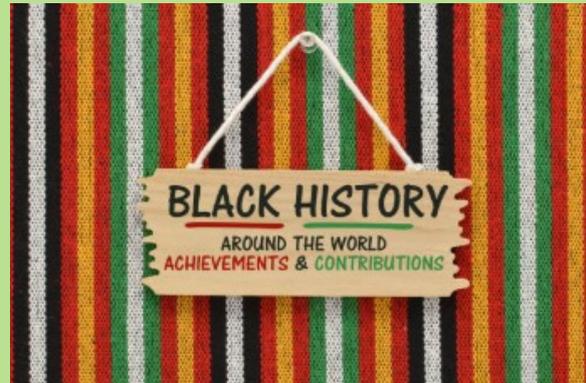
SHARING GOOD PRACTICE

Black History Month All Year Round!

“Black British history is not merely a theme for October, but started hundreds of years before Windrush and pre-dates European colonial enslavement....(it is important to) provide a contextual, globalised history that roots the Black British experience in histories of movement and migration - 365 days a year.”

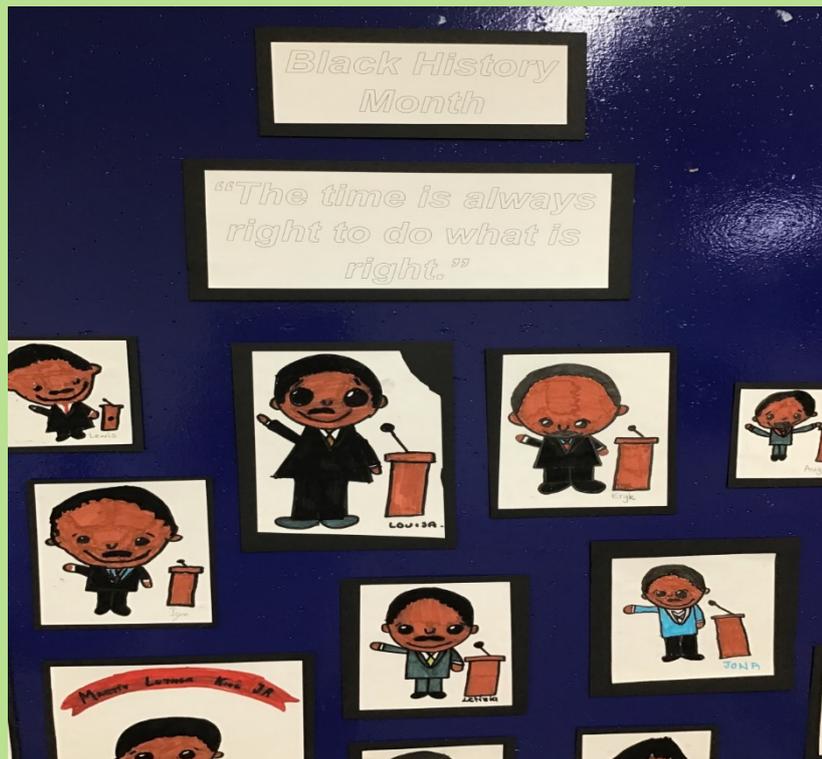
Adapted from ‘The Black Curriculum’ <https://theblackcurriculum.com/about>

This special edition includes some items of good practice, around Black History Month, which can be weaved into the curriculum, ensuring that it is inclusive in terms of anti- racist education all year round.



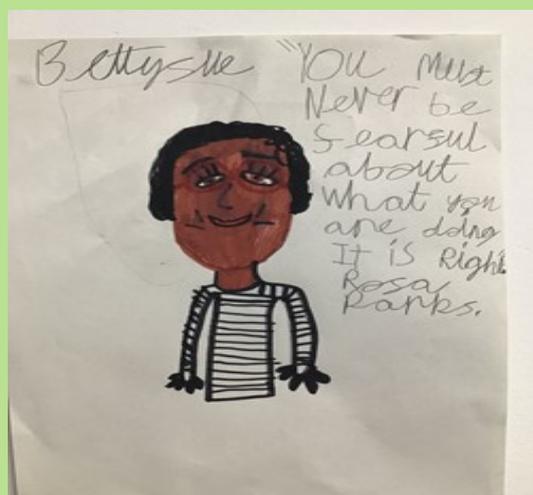
St Cuthbert's RC Primary School

During the month of October, Black History Month, St Cuthbert's school encouraged a whole school focus on human rights, equality and the celebration of famous and influential figures from black history. In P1, children listened to "Coming to England" by Floella Benjamin. This enabled the pupils to have conversations about families moving from other countries across the world to live in Britain and how we are so lucky to have a diverse and inclusive school. In the upper stages, the classes focused on the Windrush Generation, the Slave Trade and the roles of pioneering civil rights activists, such as Martin Luther King Jr and Rosa Parks.



"The time is always right to do what is right."

Pupils across the school have been inspired to talk openly about equality and fairness alongside the need to treat everyone with respect, irrespective of race.



St Cuthbert's RC Primary School

"We have furthered our understanding of the role that Scotland played in the 1700's slave trade, including the sugar plantations and the tobacco industry in Leith Docks."



One P7 pupil said "Why didn't anyone stand up and say that this is wrong and we need to make the world a better place?"

"Through our learning this month, all staff and pupils have been inspired and feel empowered to make a difference in our communities and ensure that everyone feels welcome, included and respected."



Through the work of our Equalities Group, we hope to continue this learning beyond this month so that it becomes an integral part of our teaching and learning. Our values proclaim that: St Cuthbert's CARES and our aim is that all of our pupils will uphold these same values, being: creative, active, respectful, equal and supported.

Forrester High School

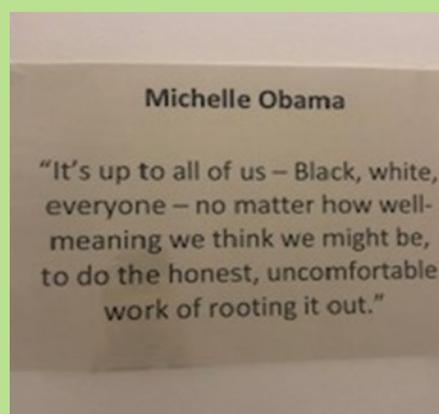
Black History Month: Equalities Group and Black Lives Matter

To celebrate Black History Month our Equalities Group focused on the global Black Lives Matter movement. Our notice boards at the front of the school displayed pupils' stories (#saytheirstories), the story of George Floyd's death (#icantbreathe), the Black Lives Matter protest at Holyrood (#nojusticenopeace) and the story of taking the knee (#taketheknee).



We included a QR code that linked directly to the BLM website and displayed the hashtags, quotes and the QR code around the school. Our plan advising not to scan worked!

QR code, hashtags and quotes



Forrester High School

For #saytheirstories the English department focused on 'Diversity and Discrimination'. We looked at who we are, who other people think we are, how we fit into society, embracing diversity and difference, while exploring different forms of discrimination and marginalisation. Tying it in to respect for our peers and our school. They also had their own BLM board! In Social Education pupils have been watching the documentary 'Black and Scottish' and S5 have just completed an intensive block on tackling prejudice and discrimination. In lessons we explored where prejudice starts and how this can lead to discrimination, inequalities and violence. We explored our own unconscious bias and discussed what white privilege means and the impact that it has.

We displayed flags round the school, sold badges to staff and pupils and encouraged staff to use images on their signature strips in emails to promote the celebration.



Badges, signature strips images and flags

Forrester High School

S6 Pupil Equalities Group

Our S6 Equalities pupils created a powerful and empowering video for all our pupils to see and to help promote dress down in red to support Show Racism the Red Card on Friday 16th October and to reiterate the message around the school.



<https://web.microsoftstream.com/video/743e7305-9151-47cb-addd-6efdc1715a18>



The last week of October we are showing another video and getting feedback from Daily Morning Tutor groups about what we have learned during Black History Month!

Newcraighall Primary School

Show Racism The Red Card Virtual Workshop Series

P7 at Newcraighall Primary School were the first class in Scotland to take part in the 'Show Racism The Red Card' Virtual Workshop series. Class teacher, Sophia Field, explains further...

Primary Seven were very excited to be the first class in Scotland to take part in this session's Show Racism the Red Card virtual workshops. We have had two workshops so far and are looking forward to the final session on the 28th of October.

The first workshop focussed on what racism actually is and the four forms of abuse that can be endured by anyone who is a victim of racism. The children feel that they are now more aware of the groups of people who suffer from racism and how it affects their lives.

We also discussed the issue of stereotypes and how they can make us behave in a discriminatory way towards people we don't know. We learned about the stigma felt by the victims of stereotypes. The children were annoyed that a Scottish stereotype is that we all wear kilts, drink Irn Bru and eat haggis, when clearly, we don't. They were also frustrated that we are judged by people who don't know us!

In our second workshop, we covered issues relating to immigration. We discovered the reasons why people leave their country and move to another. We discussed the differences in status between refugees and asylum seekers and what that means for their quality of life in another country.

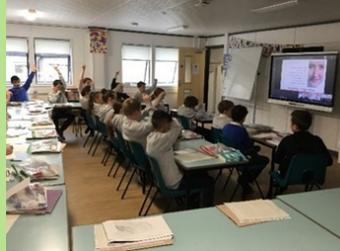
The children were surprised to learn that 40% of the world's refugees are children; that asylum seekers only get £5 per day to live on and that only 1% of all immigrants live in the UK. They feel that what they see and hear in the media suggests that asylum seekers 'take' a lot more from the country and that the UK has a much higher percentage of immigrants.

One of the activities was to decide what we would do if there was an 'alien arrival' at school in the next 5 minutes. We were surprised to discover that most of us viewed this as a negative thing and made plans to defend the classroom, hide or attack. We repeated this activity but with having 6 months to prepare and we had a similar response.

This highlighted to us that we were responding to a stereotype that the 'alien arrival' would result in a negative experience; without knowing anything about them. We also realised that even when we had months to prepare, most of us did not think to take passports or official documents with us when we decided to move away from the 'alien arrival'. This deepened our understanding of why asylum seekers find themselves in situations where they are left for years without rights in a country, simply because they cannot produce the documents required.

Firrhill High School

Black History Month initiatives in Partnership with the Rights Respecting Schools Group



Sarah Kerr, Pupil Support Leader at Firrhill High School, shares some of the initiatives that staff and learners at the school have been leading and participating in.

Pupil displays

Some of our Senior pupils decided to create a timeline display of important figures and events from UK Black History to go on our library windows at the entrance of the school. They have spent time researching and designing pop art style images including Mary Seacole, Dame Jocelyn Barrow and Stormzy. Some of our S4 pupils also re-created the fist symbol and helped to design some clear statements explaining Black Lives Matters, Black History Month, UNCRC Article 2 on Non-Discrimination and the controversy around All Lives Matter.

Classroom Subject Specialists

Teachers were invited to create classroom displays of subject specialists highlighting some of the amazing contributions Black and Minority Ethnic people have made to education.

Black Lives Matters pupil and staff video

A number of Firrhill pupils and staff got involved in creating, interviewing and making a video about the history of Black Lives Matters, and the lived experiences of people in our school community. We will be showing a film premiere of this in November.

Meet the Author – S2 History event

Mr Rory Murray in our Support for Learning team arranged for one of our S2 History classes to do a virtual Q&A 'Meet the Author' session. They hosted Mr Nelson Mundell over 'Teams' and conducted a Q&A on his award winning non-fiction graphic novel 'Freedom Bound' on slaves who were brought back to Scotland and had escaped. S2 had read the book as they are currently studying the Atlantic Slave Trade.

Firrhill High School

Black History Month book and media display

A number of pupils and our school librarian Declan McCann designed a Black History Month PowerPoint display and selected a range of BAME related literature displayed in our school concourse area.

Microaggressions and non-discrimination PSE lessons

A group of S4 pupils contributed to designing a PSE lesson for all year groups on 'microaggressions' and explaining to other students the day-to-day examples of language that can discriminate and cause hurt to others. All of our S5 PSE classes also took part in a lesson from UNICEF on UNCRC Article 2: Non-Discrimination.

BAME staff working group

Ms Simone Kupisz in our Maths department has recently set up a BAME staff working group and is currently working with the group on initial thoughts on how this can be taken forward over the next few months.

Work across the curriculum

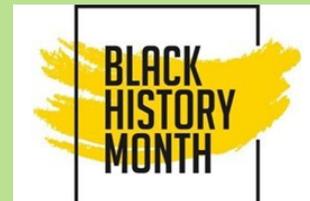
There have been lots of examples shared from the Firrhill English department showing how they have integrated novels, poetry and other activities to increase awareness of BAME writers and poets. This is an ongoing activity and we are using Black History Month as the starting point of this piece of planning. Similarly the Firrhill Social Subjects team have been promoting Black History Month resources on their Twitter and Instagram accounts as well as through a range of lessons.

Artwork Created by Advanced Higher Art Students for Black History Month



Drummond High School

October is Black History Month, and Drummond Community High School celebrated it in several ways. Black History Month is a celebration of black culture, traditions and history. As an incredibly diverse school, we value equality, inclusion and all different cultures. To celebrate this diversity, the leadership class of 2021 arranged several events and ways to open the discussion about racism and multicultural communities.

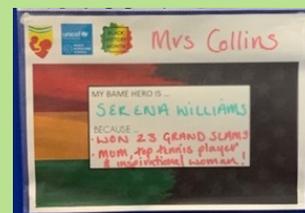


The class have an ongoing Peer Education Project in partnership with Didem Kaner from ELREC (Edinburgh & Lothians Regional Equality Council). We have regular virtual lessons from Didem on issues surrounding equality, such as racism. After our training with Didem, we would like to offer Peer Education workshops to targeted year groups in our school building on the Upstander/Bystander work from last year's Leadership class, as we are aware that tackling racism is an ongoing issue and does not stop after 'Black History Month'.

On 15th October, the leadership class held a dress down day to raise funds for 'Show Racism the Red Card'. This day was to show our support for the organisation and what they stand for. We encouraged all students to wear a piece of red clothing or a red accessory, to show that the school actively opposes racism and that it is not welcome in our school. We also took photos of various staff holding the organisation's slogan to show their support.



Staff across the school also have posters on their classroom doors letting students know their BAME heroes and why they are their heroes. This is to show our young people that there are as many black and ethnic minority role models that deserve recognition.



On 16th October, we held a 'Diversity Day' to celebrate the multicultural school we are. Each student was encouraged to bring in an item that represented their culture and identity. This helped to open the conversation about diversity in Drummond, and let the students learn all about the different cultures of their peers. By having this conversation, young people had a chance to share their cultures and feel proud of their identity in the school community.

Drummond High School



The leadership class also hung various flags of the world in the school's concourse, in celebration of our community and the many different nationalities that are part of it. By hanging the flags in a communal area, it allows for our students to see representations of their countries, and it simultaneously allows for young people to have discussions with their peers about their heritage.

The class also placed 'confidential drop-in boxes' in various areas across the school. These boxes are for young people to write down their experiences with racism or how the school can improve on tackling racism, with the promise of anonymity.



The leadership class organised a poster competition for BGE students. They submitted posters they had designed in support of our efforts as a school to tackle racism. The winner was second-year student Priya Khan, who created a moving and powerful poster with the slogan – We are all different but in unity. The poster has been copied and displayed throughout the school.

We also held an Anti-Racism video competition of a similar nature. The competition was for senior students. The winner was fifth-year student Omar James, who produced an anti-racism video that was incredibly powerful and impactful. It featured several Drummond students talking about the various racial slurs used against people, and the negative impact that they have. The video

was shown to all students across the school to highlight the issue of racism and to further educate our students therefore promoting an active anti-racist culture.

The Leadership Class 2021

Drummond Community High School

October 2021



St Mary's (Edinburgh) RC Primary School

Black History Month library display by PSA Lisa Haniff



Our virtual library display for Black History Month, highlights the contribution and achievements of black people past and present. The theme this year is **Inspirational Black Women**.

↓ EMBRACING OUR SHARED HISTORY

FICTION

- Betsey Bigalow Detective *Malorie Blackman* (AR 3.5)
 - Ghost* Jason Reynolds (AR 4.6)
 - Battle of the Cyborg Cat *Ade Adepitan* (AR 4.7)
 - High Rise Mystery *Sharna Jackson* (AR 3.5)
 - Ghost Boys *Jewell Parker Rhodes* (AR 3.0 (7 up))
 - A Medal for Leroy *Michael Morpurgo* (AR 5.1)
- ### NON FICTION
- Benjamin Zephaniah: My Story
 - Traditions from the Caribbean *Paul Dash*
 - Young Gifted and Black *Jamia Wilson*
 - Black & British *David Olusoga*

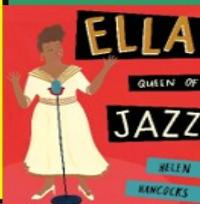
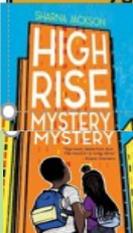


INSPIRATIONAL WOMEN

- Ballerina Dreams *Michaela De Prince* (AR 4.1)
- Oprah Winfrey *Gary Jeffrey* (AR 4.9)
- Ella Queen of Jazz *Helen Hancocks* (AR 3.0)
- Michelle Obama *Robin Doak* (AR 6.1)
- Rosa Parks *Kitson Jazyuka* (AR 4.2)
- Great Women Who Changed the World (AR 5.7)
- Great Women Who Made History (AR 6.8)
- For the Right to Learn *Malala Yousafzai* (AR 4.9)

PICTURE BOOKS

- My Hair *Hannah Lee* (AR 3.3)
- Julian is a Mermaid (AR 0.8)
- Amazing Grace *Mary Hoffman* (AR 3.5)
- My Big Brother *JJ Odette Elliot* (AR 2.3)
- Look Up *Nathan Bryon* (AR 3.5)
- Lubna & Pebble *Wendy Meddour* (AR 1.9)



QUICK READS

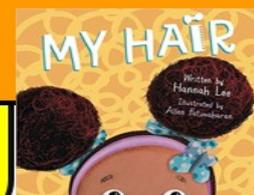
- Hostage (AR 2.9)
- Queen Nzinga (AR 3.7)
- Arctic Hero (AR 5.7)
- Ballet Breakdown (AR 3.7)
- Misty Copeland Ballet Star

LEADERS & ACTIVISTS

- Nelson Mandela (AR 4.3)
- Martin Luther King
- The Long Walk to Freedom
- Barack Obama (AR 5.9)
- The Freeing of Nelson Mandela (AR 8.7)

SPORTING HEROES

- Lukaku (AR 4.9)
- Pogba (AR 5.5)
- Bolt
- Olympic Heroes (AR 3.9)



EQUALITIES NEWSLETTER SPECIAL EDITION

The Best of LGBT HISTORY MONTH 2021

SHARING GOOD PRACTICE

LGBT History Month!

LGBT+ History Month is a month-long annual celebration of lesbian, gay, bisexual trans, and non-binary history, including the history of LGBT+ rights and related civil rights movements. In the United Kingdom it is celebrated in February each year, to coincide with the 2003 abolition of Section 28.

LGBT+ History Month was initiated in the UK by Schools Out UK and first took place in February 2005. The event is intended to raise awareness of, and combat prejudice against, LGBT people and history.

We're delighted to bring you this special edition to share wonderful examples of how you celebrated LGBT History Month! Of course, so much can be woven into the curriculum, ensuring that it is inclusive and actively challenges prejudice all year round. Enjoy!

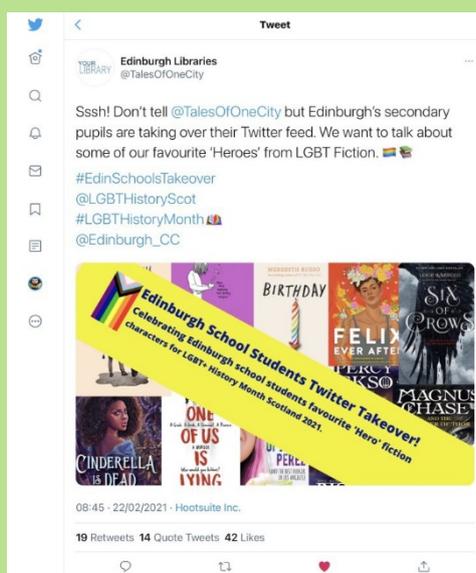


Edinburgh School Students Twitter Takeover

Project delivered by:

Julie Sutherland	Forrester High School
Christine Babbs	Liberton High School
Fiona Aleksandrowicz	Boroughmuir High School
Steven Hume	Craigmount High School

All project members are Lifelong Learning Development Leaders (schools)



When an opportunity arose for the school librarians and secondary pupils to takeover Edinburgh City Libraries Twitter (@TalesofOneCity) as part of LGBT+ History Month, we knew our students would leap at the chance to take part.

Students in every secondary school were given the chance to nominate their favourite LGBT+ identified 'Unsung Heroes' fictional character. The project group asked for nominations via an online form, and then we compiled a shortlist of ten. The words and sentiments our students had for the characters they chose was evident, their descriptions were both thoughtful and meaningful.

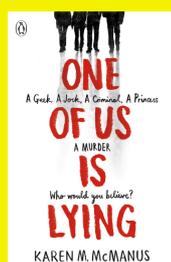
To give our takeover more momentum images of the books were created with the reasons behind each student's nomination. Tweets were crafted and many a conversation was had as to what emoji and hashtag to use!

The day of the takeover was a huge success, we saw some great interactions with schools across the country, book festivals and most importantly our students.

The images created will also be used in displays in Edinburgh school libraries when they reopen. This experience has left all contributors with a sense of achievement and we are on the lookout for more takeovers and collaborations!

Edinburgh School Students Twitter Takeover!

Celebrating Edinburgh school students favourite 'Hero' fiction characters for LGBT+ History Month Scotland 2021.



COOPER CLAY

FROM 'ONE OF US IS LYING' BY KAREN M. MCMANUS

His [Cooper's] journey is inspiring.

HOLLY
TYNECASTLE HIGH SCHOOL

Cooper is an unsung hero because he deals with bullies everyday and doesn't let it get in the way of his life. Even when he lost baseball scholarships after coming out as gay and then only had a few to choose from...

O
CRAIGMOUNT HIGH SCHOOL

He stays strong even when he's scared and confronted by the death of a friend and by homophobia from people he's close to.

L
BOROUGHMUIR HIGH SCHOOL



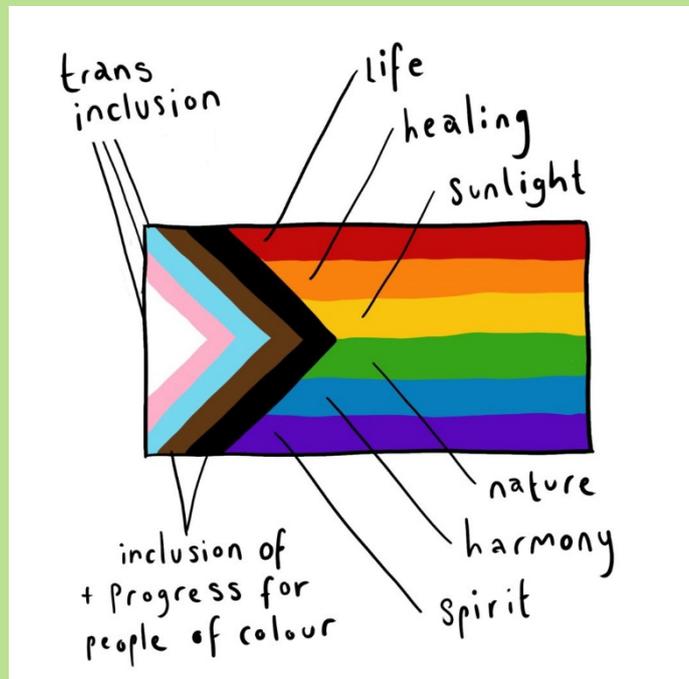
@LGBTHistoryScot
#EdinburghSchoolLibrarians

Portobello Library

Hannah from Portobello library developed content for LBGTHM for the library's Facebook page.

3 posts a week under the themes of LGBT+ Symbols, LGBT+ History, and LGBT+ Futures, with illustrations to run alongside some of the posts. As of 01/03/2021, the posts had garnered a total reach of 13k+ and 1.1k+ engagements on Facebook.

These posts were also shared on Twitter, so actual engagement will be higher. Her post about the Progress pride flag, and her post about Hamish Henderson, both had over 2k engagements. Her posts on Lavender Menace and the symbolism of flowers also had over 1k engagements each.



Her posts received following comments:

'Thank you Hannah & Spooky! I have learned loads more about the LGBT+ community and have appreciated the variety and detail of all the posts' and 'What a lovely read to wake up to', among others.

Her post about Val McDermid was retweeted by the author herself.

LGBT+ futures posts provided valuable signposting for service users. As a member of the community herself, Hannah reflected on the content of the posts to discuss LGBT+ resilience and unity; and encouraged readers that, (in her own words) ***'The future IS bright when we stand together'***.

Firrhill High School

Last year our pupils made some great posters celebrating LGBT heroes around school. This year, despite lockdown, at Firrhill we felt it was important to celebrate LGBT+ History Month in a way that reminded our pupils of our strong school community so we decided that making an upbeat and fun video would be the best way to do this. Our staff were asked to take a selfie with one of their LGBT+ heroes and these were collated and put to music. The result is an educational and uplifting showcase of our solidarity for the LGBT+ community. We shared this online with our staff and pupils.

Here's the link: <https://www.youtube.com/watch?v=RAe6j85a-PQ> (it starts with a short intro by DHT), 4 mins 09 secs



LGBTQI+ History of Scotland

2000: the Scottish Parliament repeals Section 28. Schools can now talk about LGBTI+ issues with pupils.

Mrs Kerr with champion swimmer Mark Foster



Mr Kerr with musician and producer SOPHIE

Modern Studies staff celebrate the work of dancer, choreographer and activist Alvin Ailey



We

celebrate

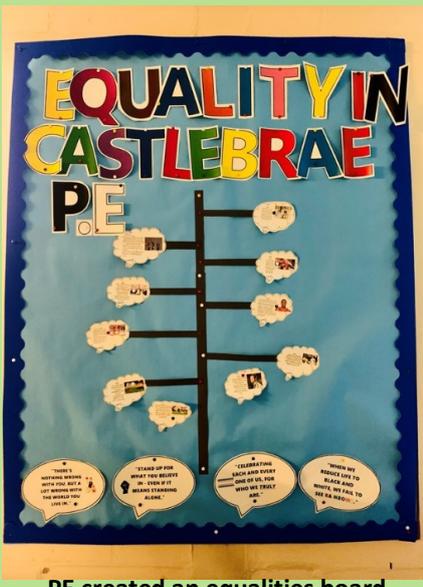
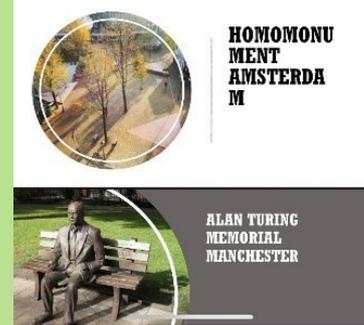
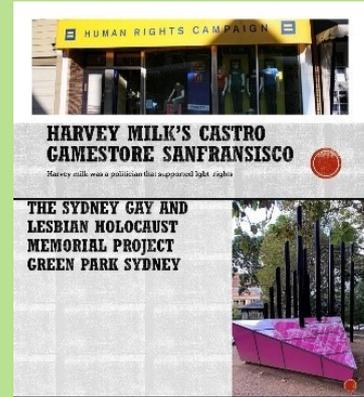
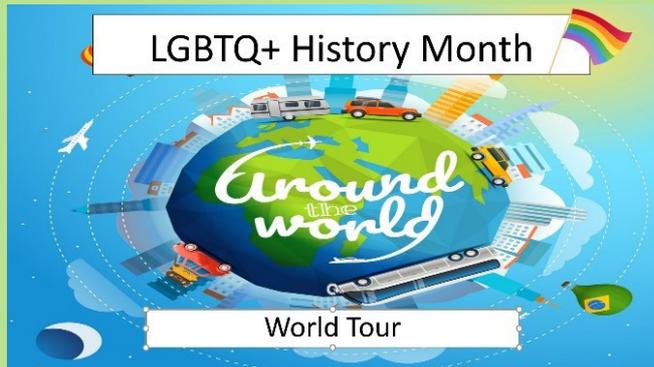
LGBTQI+

identities

Castlebrae Community High School

Our Castlebrae community celebrates and welcomes diversity and inclusion and this was abundantly clear throughout the month of February during LGBTQ+ History Month. To celebrate this year's theme of 'Unsung', staff at Castlebrae incorporated LGBTQ+ themes into their lessons or collapsed their usual curriculum to teach a block of lessons celebrating the LGBTQ+ community and their achievements. Remote learning required adaptations to our learning and teaching, so we even managed to combine our themes and lessons with new digital learning platforms, such as Padlet! Well done to all! #TeamCastlebrae. **Stewart Mackenzie**

Pupils were taken on a world tour of important LGBTQ+ monuments/ places using Google Maps.



PE created an equalities board



Modern Languages incorporated LGBTQ+ inclusive words into their vocab

The online tool Padlet was used to create a whole class project looking at Un- sung people of the LGBTQ+ community



The online tool Padlet was used to create a timeline tracing LGBTQ+ Scottish history.



Forrester High School

In February we celebrated LGBT+ History Month/Purple Friday

Lockdown did not stop us celebrating this month in true Forrester fashion. It's been a huge part of our calendar for many years and nothing could stop us! We celebrated 28 days on Twitter with a timeline over the decades – we shared some sad and some inspiring stories.

We sent out a powerful message on YouTube about the journey from Section 28 to where we stand today with inclusion in education and had over 450 views!

https://youtu.be/Vlum1G_njKo



From Section 28 to LGBT+ Inclusion

Our staff and seniors pledged their support as LGBT+ allies and everyone changed their Teams icons to represent the LGBT+ community.



LGBT+ Allies at Forrester



LGBT+ History Month lesson in Business Education

Our Business Education department celebrated with a lesson for all S1/S2 pupils. They learnt how businesses can support and raise awareness during LGBT+ History month – this included changing logos to rainbows and using same sex couples in advertising. The lesson also covered laws that protect the LGBT+ community.

Mr Nisbet in PE delivered an excellent lesson to his classes which included watching clips regarding homophobic abuse shouted at sporting events, what shocked them, what they learnt and about LGBT+ icons in the sporting world.



LGBT+ in Sports PE Lesson

Then we went all out for Purple Friday!



The Equalities Group Forrester High School

WHEC Community High School



Despite school closures and COVID restrictions, staff and pupils at WHEC still managed to celebrate and promote #PurpleFriday both in school with our HUB pupils and virtually with our pupils at home. Hub pupils in school designed and created their very own purple Torch to symbolise this year's #PassTheTorch theme and pupils at home were encouraged to design their own torch too.

Pupil support staff wore purple feather boas, hair scrunchies and even painted their nails purple, as can be seen in the photos.

WHEC is proud to support the LGBT community and as a school, demonstrated our passion for equality and our commitment to standing against hate and prejudice.





Leith Academy

LGBT History Month 2021

at Leith Academy



This year, as well as our celebration of LGBT History Month in classes and through communication with pupils, parents and partners – and our “Pass the Torch” staff video - our LGBT+ Council, led by one of our excellent S6 pupils, organised a live Teams panel discussion focussing on the themes of this year’s event. We were very lucky to have panel members from LGBT Youth Scotland and the Equalities Network joining our discussion; the panel also featured representatives from Women’s Aid and a mental health support group, plus an anti-racist campaigner. The discussion questions focussed on what it means to be an ally, the links between LGBTQ activism and Black Lives Matter activism, the unsung heroes of equalities activism and the challenges facing the LGBTQ community at present.

It was an excellent event and was hosted by a friend of the school - a gay journalist and author - who ensured the discussion was topical, engaging and informative for the audience of staff and pupils. We recorded the live event and shared it with all staff as part of our continuing focus on equalities training. It also linked nicely to our pupil-led equalities session for all staff, delivered by three of our current S6 pupils.

Ben Stewart, DHT and Equalities Coordinator

Leith Academy

Pupil-led Equalities Training for Leith Academy Staff 26.2.2021

Sal: Melisa, Julia and I gave a presentation to all members of staff last week and it was a great success with lots of positive feedback. Our plan was to give the teachers somewhat of a reality check that racism and prejudice are still prominent in and around the Leith area, and to make sure everyone would know how to handle a situation if it came up. We also spoke about tackling prejudice head-on to prevent situations coming up in the first place and we agreed this could be done with more attention to all the cultures we’re lucky to have at Leith Academy.

Melisa: The presentation was a great opportunity that was given to us to voice our opinions. One of the main points I was thinking about while preparing for it was: "how can we make the school a safer and more inclusive place?" Leith Academy isn't the perfect school, but we are working together towards making it even better; and the fact that as students we were shown that our voices mattered is a huge step towards that goal. That is why I am a proud student at Leith Academy.

By Sal Scott and Melisa Mba Nze, S6, Leith Academy

Castleview Primary School

In the month after signing up to the LGBT Youth Scotland schools charter, we kicked off our journey by celebrating LGBT+ History month. We did work with our pupils on what LGBT+ means and how to use these words in an appropriate way. These discussions opened up a safe space for pupils to talk about their own experiences and ask questions. The pupils researched LGBT+ inspirational icons and we shared these with our school family.

We marked Purple Friday by wearing purple and joining the Pass the Torch relay, by encouraging our staff and school community to nominate each other to take on a challenge.

Our LGBT+ display board now sits by our entrance foyer and we have received some lovely comments from staff, visitors, parents and carers about it.



Quote from a member of our school family:

“As a member of the LGBT+ community, I felt that the topic of Equality and Diversity was not a part of school growing up. Being different was never addressed and it is so amazing to be part of the Castleview family who embrace and celebrate difference. I know this will have a positive impact on all pupils, whether they identify as LGBT+ or not.”

A collage of purple Friday staff challenge tweets and an example of a P7 pupil's work.



Jess Chapman—Attainment Teacher and Equalities Coordinator

Boroughmuir High School

All year we have gone without our weekly Gender Sexuality Alliance get togethers, losing important social contact for up to 40 regular attendees, as well as a key safe space within our school community. We have moved our group onto Teams to stay connected. We now post weekly PowerPoints celebrating the LGBT community and work to educate and inform ourselves about the parts we know less about. For LGBT History Month we took this idea and shared it with the whole school with a focus on International LGBT Laws and how they can differ across the world, as well as encouraging others to do their own research to find out what they can to stay informed. These were researched and made by students of our Gender Sexuality Alliance group and shared through our schools Year Group Teams pages in order to reach as many people as possible.

Boroughmuir High School Gender Sexuality Alliance



Image description 1: Each slide used flags to distinguish countries and gave descriptions of what their stance on LGBT issues were. In this case Indonesia, South Korea and Vietnam.



Image description 2: Different slides dealt with different countries and aspects or timelines of their laws.

Communities and Families Pupil Equalities Groups: Guidance for Schools

AIM

We are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice by others. We develop positive relationships with all members of our school communities and partnerships as part of our approach to Getting it Right for Every Child. Our aim is to create communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

PURPOSE

This guidance is designed to support practitioners in setting up or reviewing pupil-led Equalities groups in all schools. It should be read alongside the Communities and Families Procedure on *'Preventing and Responding to Bullying Amongst Children and Young People'*.

The current guidance supports key stakeholders in their responsibilities, as outlined in the procedure.

Communities and Families is responsible for:

- *Supporting establishments to develop their own local policies and procedures to reflect local authority guidance and communicating this to staff, volunteers, children, young people, parents and carers.*

Heads of establishments are responsible for:

- *Encouraging all staff, volunteers, children, young people, parents and carers to express their concerns and views through robust consultation exercises.*
- *Communicating their local policy and procedure to staff, volunteers, children, young people, parents and carers.*
- *Identifying a designated senior manager as the Equalities Co-ordinator.*

All other Communities and Families staff are responsible for:

- *Building the capacity of children and young people to challenge prejudice and bullying behaviour.*

Children and young people are responsible, as far as possible, for:

- *Promoting positive attitudes and relationships.*
- *Seeking support from others to report bullying, if they need it.*
- *Challenging bullying and prejudicial behaviour, if safe to do so.*

Parents and carers are expected to:

- *Work in partnership with staff to maintain the rules, regulations and expectations of the establishment.*

Several sources have been used in creating this guidance, including Respect Me, Stonewall and UNCRC (*see Resources section*). The guidance covers the following areas: Key Points to Consider; How does this group relate to other groups in the school?; Lead by Example; Hardly reached; A Child-Centred Approach; Let the Group Lead; The Tricky Bits; Support; Support and Resources.

Do you know the diversity of all your pupils?

Use data about your pupil cohort that will support this e.g. SEEMiS, EDICT.

Be mindful of protected characteristics and understand that for many, these may not be disclosed.

Use the resources and links provided to explore practical measures and support.

What are the best resources to support the school and our context?

Use the authority procedure to ensure you are meeting all legal and legislative requirements.

Know who your relevant partners are within the community. Work together to ensure the group is valued and resources are in place.

Pupil Equalities Groups Key points to consider

Strong relationships help conversations with individuals who could bring their knowledge and experiences to the group.

How do you ensure there is a broad and diverse representation of your school community?

Relevant priorities will encourage membership into the group.

Be sensitive to individual needs. Some pupils may not want to be representatives because of concerns about what may happen if they talk openly about their own identity or experiences.

How will we know where to begin?

Ask questions about pupils' own and others' experiences, providing them with the opportunity to respond anonymously if preferred.

Prepare to hear difficult answers and create a climate where everyone knows their different experiences will make things better by working together.

How does this group relate to other groups in the school?

Each school has its own context and may already have some pupil groups established. The Equalities Group will usually be an overarching group. When forming the Equalities Group, it is important to consider what other groups already exist within your school and how these existing groups may support the Equalities Group. For example, if you have an LGBT group and a Pupil Council already established in your school, it would be advisable to have members from those groups represented in the Equalities Group. This ensures a consistent message across all groups. On the other hand, you may not currently have associated groups and in this case the Equalities Group provides a platform to address the issues that are relevant to your school and community.

Lead by Example

Careful consideration and planning are needed to support this group. Members may be addressing difficult and contentious issues and so trust, agreed ground rules and appropriate supervision are important, especially when discussing sensitive situations. Adult members of the group have a duty of care to ensure that children and young people can speak to an adult if the issues the group is discussing cause upset or distress.

Create a Baseline

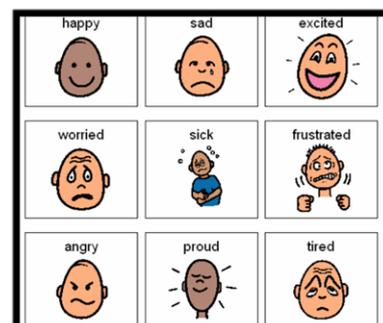
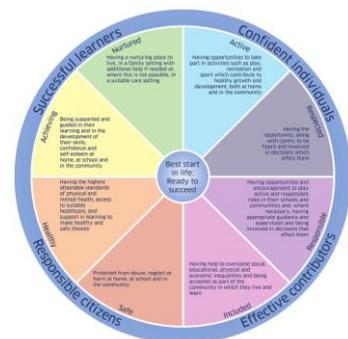
Creating a baseline of attitudes, feelings, values etc. provides the group with starting point to discuss and agree priorities. Various resources can support this e.g. How good is OUR school? (Part 2) challenge questions and the Getting it Right Wellbeing Wheel. When designing surveys, consider how you will be able to analyse the views of pupils with protected characteristics, including gender identities, as well as other groups including pupils with English as an Additional Language, young carers and pupils experiencing poverty.

Create the right Conditions

To get the best from your group members, it is important and good practice to ensure that they understand what participation within the group will look like and how each voice can be heard. This is an opportunity to explore Article 12 of the UNCRC 'I have the right to be listened to and taken seriously'. The 7 Golden Rules of Participation is an effective resource (see references). Some pupils may not want to be members of the group for a number of reasons, including fear of what may happen if they share information. Provide opportunities for these pupils' voices to be heard, for example through surveys, listening posts. Always consider the unintended consequences when trying to engage with pupils.

Meeting Everyone's Needs

Aiming to have broad representation on the group is important and this means minimising barriers to engagement. For example, how will pupils with additional support needs or English as an Additional Language be supported to participate? Are you using common and easily understood language? Do you need additional resources to support this, e.g. symbolised or pictorial supports?



Hardly Reached – do you know?

Often, we talk about our “hard to reach” children and young people. They can include - but don’t always match up with - our “hardly reached” children and young people. When you are beginning to find out what your school would like to improve, consider who you have and who you haven’t heard from. A short survey or similar audit can provide you with basic quantitative data and allow you to dig deeper through focus groups or targeted lessons. Broadening your reach to parents and the wider community may help to gather the views of all.

A Child/Young Person-Centred Approach

If children and young people feel they are being listened to and their views and concerns acted upon they are more likely to continue to engage and support the priorities the group has identified. Giving them ownership of any procedures and agreements is likely to lead to better outcomes. There are a number of toolkits to support schools with this (see resources).

A useful approach to ensuring there is clarity when providing feedback is: “*You said – We did*”. However, if we really want this to be a fully participative approach it might be more robust to consider:



This not only makes sure we did get it right but provides our children and young people with a sense of empowerment.

Letting the Group Lead

Letting the group lead the work of the group can be daunting, however the benefits are highly significant. Letting them lead is not the same as not supporting or facilitating their work. It is vital that the work of the group is planned for and that it is a collaboration between pupils and staff. Priorities identified by the group should be shared with all staff, as well as how the group will run.

If your school is at the early stages of pupil participation it is important that staff development is undertaken to ensure that there is a shared understanding of true participation. How Good Is OUR School? (Part 1) is an excellent self-evaluation resource to help staff and a school identify how well placed they are to take forward effective participation. It also supports the work required to create the right culture and ethos to take an Equalities Group forward in schools. If the foundations are set correctly from the outset, a pupil-led group is much easier to sustain.

The Tricky Bits

By its very nature, an Equalities Group will bring up challenges and encounters that will need to be addressed appropriately. There may be number of issues that arise in relation to the work of the group.

Parents may show concern over certain issues e.g. bullying, racist attitudes and, when brought to the fore, there can often be a rise in the number of associated incidents relating to them. It is important not to see this as a negative but to appreciate that both the raised profile and commitment from everyone to address and improve a situation has created the conditions where people feel safe to share.

Sharing the successful work that takes place is important especially when trying to shift attitudes and mindsets. Strong and nurturing relationships are key to supporting not only the group but all stakeholders as you move forward with your Equalities work.

Support and Resources

The Communities and Families team are committed to offering support to all schools and there are a number of key learning and development opportunities available, delivered in partnership with relevant organisations. Training includes: Anti-bullying training for Senior Leaders and Equalities Co-ordinators (Respectme); Implementing our Equalities and Anti-bullying Procedure for Equalities Co-ordinators (CEC and partners); Anti-bullying Parent workshops (Respectme); Anti-bullying training for non-teaching staff (Respectme).

Resources

FOCUS	RESOURCE	AGE OR STAGE	LINKS	ADDITIONAL INFORMATION
Self-evaluation and Participation	How Good is OUR School – Part1	All Ages	https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf	Staff resource for evaluation and readiness
	How Good is OUR School – Part2	All Ages	https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf	Pupil resource to evaluate and lead school improvement
Participation	Learner Participation in Educational Settings	3-18	https://education.gov.scot/improvement/Documents/learner-participation.pdf	Whole school toolkit to implement participation.
	7 Golden rules for Participation	All Ages	https://www.cypcs.org.uk/education/golden-rules	Toolkit to support young people participate effectively
Anti-Bullying	Respect Me Toolkit	All Ages	https://respectme.org.uk/	Resources to support lessons and policy up to date information and provides legislative details
	Change Starts with Us Toolkit	P7 – S6	https://respectme.org.uk/wp-content/uploads/2019/11/22734_RespectMe_Toolkit-Booklet_V5_Digital.pdf	New campaign 2019-20 that encourages participation of young people as the way to improve outcomes
Equalities	Stonewall	P1 – P7	https://www.stonewall.org.uk/	Resources, toolkits and case studies. Contains useful information for setting up groups

LGBT	LGBT Youth Scotland	All ages	https://www.lgbtyouth.org.uk/	Links to groups, support, resources and the LGBT charter
	Respect Me “Effectively Challenging Homophobia, Biphobia and Transphobia”	All Ages	http://respectme.org.uk/wp-content/uploads/2017/11/Addressing-Inclusion-FINAL-NOV-17-1.pdf	A guide to support and challenge Homophobia, Biphobia and Transphobia in schools. Contains support and practical ways to address and improve outcomes for children and young people.
Anti-racism	Respect Me “Addressing Inclusion and Challenging Racism”	All Ages	http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf	A guide to support and challenge racism in schools. Contains detailed definitions, legislation and policy information and practical solutions to improve outcomes.
	Show Racism the Red Card	All Ages	https://www.theredcard.org/scotland	Resources and details of support offered.
Disability	I am Me - Charity	Primary School Resource	http://www.iammescotland.co.uk/	I Am Me is a charity that aims to change attitudes and behaviours so that disabled and vulnerable people feel safe in their communities.
Sex (gender)	Education Scotland Improving Gender Balance and Equalities	All Ages	https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18	Resources and research to help: challenge gender stereotypes; improve gender balance in subject uptake and learner pathways; promote whole-establishment approaches to equality.
Religion / belief	Edinburgh Inter Faith Association	Secondary	https://www.thegroundweshare.com/	This resource supports practitioners to open conversations about the beliefs of different faiths, addressing misconceptions and encouraging interfaith understanding.



Restless Natives in Schools: Initial Outline for Schools

In the context of increasing race consciousness and awareness around the need for a continued and persistent fight against racism in our society alongside the launch of the Young Person's Guarantee, IYS and DYW are proposing a new program of support for BAME young people in schools including anti-racist support for school and SDS staff. The program aims to help fulfil the objectives of the Young Person's Guarantee, ensuring that BAME young people receive equitable support and that school support staff are sufficiently aware of their specific needs, with especial attention to BAME school leavers and helping them in reaching a positive destination aligned with their ambitions and potential.

We have identified four schools (2 in Glasgow and 2 in Edinburgh) to pilot the program which involves a 'Restless Natives' practitioner working in the school for a half-day or full-day, depending on the size of the school and the number of students who would likely require support. 'Restless Natives' is the name of the existing program at IYS that offers one-to-one support to BAME young people in Glasgow and Edinburgh. The target group for the support is students from a 'non-white Ethnic Minority' background.

The Restless Natives practitioner will:

- Offer holistic, one-to-one support for young BPOC from a specifically anti-racist perspective and with an expert knowledge of cultural barriers and greater cultural proficiency. Ensuring preparedness for BPOC school leavers during the transition from school into a positive post-school destination.
- Support SDS staff and careers advisors to better engage and support BPOC students.
- Offer a safe space for the concerns of BPOC students to be heard and engaged with properly. Signposting to school staff and external support, including relevant resources or in relation to child protection, where necessary.
- Develop a system to engage with school staff, including teachers and leadership, on questions of (anti-)racism; offering support to staff to improve their engagement with and understanding of anti-racist practice in education.
- Signpost the young person to other IYS teams and projects to offer the young person the chance to engage with others from their community outside of school, further integrating our objectives and coordination with other IYS work. Also ensure that IYS has an obvious presence in the school in order to develop ties with the local community.

The program intends to improve the level of support that young BPOC receive, and the quality of this support with particular attention to the experience of racism in Scotland and the various cultural barriers in place that disproportionately affect BPOC. The holistic, whole school approach that the practitioner will take will ensure that the support provided is not solely an external element separated from the school's existing support, but rather built into wider school practices, particularly in their support for BPOC school leavers.

While the general intentions and role of the Restless Natives practitioner has been laid out above, the specific nature of their role in the school with regard to how they might engage with teaching staff and already-existing careers support staff is to be determined alongside the school (ideally with some input from BPOC students, to identify the key areas in which they believe the school might be able to improve their anti-racist approach).

A note on COVID: As an organisation, IYS has experience working within a school's pre-existing online system to deliver various programs. The Restless Natives practitioner will be able to deliver the service online, if necessary, and so long as the school is able to build them into the existing system.

We hope you can join us in taking this exciting opportunity to offer more equitable support for our BPOC young people!

29/01/2021 – Murid Laly, Restless Natives Manager; Intercultural Youth Scotland.

Appendix 6 Overview of Equalities, anti-racism and curriculum training

ONLINE MODULES

	Early Years – School / EYC / Special	PPNs	Primary / Special	Secondary / Special
All staff incl. supply, BM/Admin. FM (CORE) Required	CECiL core modules: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2	<i>CECiL core modules when available on Thrive: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2</i>	CECiL core modules: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2	CECiL core modules: Equality Law Basics, What is Equality and Diversity?, Unconscious Bias 1&2
Teachers / practitioners	<i>Introduction to supporting bilingual and minority ethnic children in the EY (EAL Team) Culturally Inclusive Settings (EAL Team) Equality, Cultural Proficiency, Racism (EAL Team)</i>	<i>Introduction to supporting bilingual and minority ethnic children in the EY (EAL Team) Culturally Inclusive Settings (EAL Team) Equality, Cultural Proficiency, Racism (EAL Team)</i>	GTCS Diversity and Inclusion modules: https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx	GTCS Diversity and Inclusion modules https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx
Promoted staff - in addition to 'All staff' training	CECiL additional modules: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity	<i>CECiL additional modules when available on Thrive: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity</i>	CECiL additional modules: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity	CECiL additional modules: Equality and Diversity, Direct and Indirect Discrimination, Achieving Equality and Diversity
Equality Co-ordinators	Respectme: Bullying – It's Never Acceptable https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/
PSAs / EY practitioners	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/	Respectme: https://respectme.org.uk/training/online-learning-module/

FACILITATED WEBINARS / WORKSHOPS

	Early Years – School / EYC	PPNs	Primary / Special	Secondary / Special
Leadership – Head Teachers / EY Managers	<i>Race Equality Seminar (Hakim Din) – dates TBC</i>	<i>Open to PPNs?</i>	Race Equality Seminar (Hakim Din) – 29 th April, 4 th and 10 th May 2021	Race Equality Seminar (Hakim Din) – 27 th April 2021
New Head Teachers	-	-	HT Induction 25 th May 2021	HT Induction 25 th May 2021
Equality Co-ordinators	Some have attended as for Primary/Secondary/Special - check	-	Respectme 2019-20 Implementing Anti-bullying procedure Nov/Dec. 2020 <i>Developing effective pupil-led Equality Groups – workshops – dates TBC</i> <i>Dealing with complex bullying and prejudice – learning sets – dates TBC</i>	Respectme 2019-20 Implementing Anti-bullying procedure Nov/Dec 2020 <i>Developing effective pupil-led Equality Groups – workshops – dates TBC</i> <i>Dealing with complex bullying and prejudice– learning sets – dates TBC</i>
DHTs / CLs / PTs / Senior EYOs / EELs (Equity and Excellence Leads)	<i>‘Decolonising’ the Curriculum for EY Leaders – in early stages of development - what does this mean/ look like in EY? How to approach?</i>	<i>‘Decolonising’ the Curriculum for EY Leaders – in early stages of development - what does this mean/ look like in EY? How to approach?</i>	<i>Decolonising the Curriculum for PTs (Scotdec?)</i>	<i>Decolonising the Curriculum for CLs (Pran Patel?)</i>
Teachers / Practitioners in EY settings (EYOs)	?	?	Developing a Culturally Inclusive Curriculum (EAL Team) Unconscious Bias follow-on (EAL Team) <i>Decolonising the Curriculum - Scotdec partnership – planning for 2021-22 (Heartstone – participating schools only)</i>	<i>Decolonising and Increasing Representation in the Curriculum - Pran Patel - dates TBC (Heartstone – participating schools only)</i>

Probationers			Thursday 12 th August 2021	Thursday 12 th August 2021
PSAs			Respectme January 2021 <i>Respectme anti- racism training in development</i>	Respectme January 2021 <i>Respectme anti- racism training in development</i>
Parents	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>	Respectme national workshops <i>Respectme – Edinburgh workshops – May 2021 dates TBC</i>

OTHER – being considered

CEC Learning and Development: additional Unconscious Bias training



Equalities Newsletter

March/April 2021



Welcome to the March/April Equalities newsletter!

As we send this issue out, a little later than planned, our ELC, P1-3 and some Seniors are already back in school and plans are well underway for P4-7 and more of our high school students to be back from the 15th of this month. It will be good to return to something more like 'normal'.

In this issue, we focus on **Gender Equality**, centred around International Women's Day on Monday 8th March and include profiles of two remarkable women, Debora Kayembe, the new rector of the University of Edinburgh and Swati Mohan, an aerospace engineer who recently landed the Perseverance rover on Mars.

As ever, you'll find a host of resources linked to events in March and April, from Naw Ruz (Baha'i New year on 12th March) to the beginning of Ramadan on 12th/13th May.

We hope you can take some time to browse through, perhaps with a cup of tea!

In This Issue...

- **Calendar of events** for March and April with links to selected resources
- **Equalities Training Opportunities**
- **Sharing Good Practice**
- **Focus on** - Gender Equality—International Women's Day
- **Feature on Debora Kayembe and Swati Mohan**
- **Resources further information**

We are working to put together
**The Best of LGBT History
Month 2021**

Sharing practice supplement

We're looking forward to collating good practice from LGBT + History Month in February!

*Please send in your contributions
by Friday March 19th*

PLEASE NOTE

While we aim to check all information, resources, events, website links and social media sites, we suggest that you explore these to ensure that they are suitable for your settings and communities. Please do let us know if we have missed any-thing!

We welcome your feedback and suggestions for items to include. Please send these to: Nikhat.Yusaf@ea.edin.sch.uk

Calendar of Events



MARCH

- 1st UN Zero Discrimination Day
- 8th **International Women's Day**
- 9th Commonwealth Day
- 11th **Maha Shivarati (Hinduism)**
International School Meals Day
- 21st **Naw Ruz (Baha'i)**
International Day for the Elimination of Racial Discrimination
World Down Syndrome Day
- 25th International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade
- 27th- 4th April **Passover (Judaism)**
- 28th **Holi (Hinduism)**
- 31st International Day of Transgender Day of Visibility

APRIL

- 2nd **Good Friday (Christianity)**
World Autism Awareness Day
- 4th **Easter (Christianity)**
- 6th International Day of Sport for Development and Peace
- 7th World Health Day
- 8th **International Romani Day**
- 12th International Day for Street Children
- 12th — 12th May **Ramadan (Islam)** Ramadan 2021 is expected to begin on Monday 13th April 2021, following the sighting of the moon over Mecca.
- 14th Vaisakhi (Sikhism)
- 22nd **Stephen Lawrence Day**
- 26th Lesbian Visibility Day

Selected Resources

Note: To open hyperlinks please right click on the link and select 'open hyperlink' option on list

MARCH

11th Maha Shivarati which means "the Great Night of Shiva" is a Hindu festival celebrated annually in honour of the god Shiva.

Resource Links: [BBC Religion](#) [Craft activities](#) [Twinkl](#)

19th Naw Ruz (Baha'i) the first day of the Bahá'í calendar year and one of nine holy days for adherents of the Bahá'í Faith. It occurs on the vernal equinox, on or near March 21, which is the traditional Iranian New Year.

Resource links: [British Council](#) [Activity Village](#) [SBS](#)

21st International Day for the Elimination of Racial Discrimination On this day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa, against the apartheid pass laws.

Resource links: [Twinkl](#) [Amnesty.com](#)

27th Mar-4th April Passover commemorating the Biblical story of Exodus — where God freed the Israelites from slavery in Egypt.

Resource links: [TES](#) [BBC Bitesize](#) [Jewish Museum London](#)

28th Holi is the popular ancient Hindu festival, also known as the "festival of spring", the "festival of colours", and the "festival of love". The festival signifies the triumph of good over evil.

Resource links: [BBC Teach](#) [CBeebies Little Passports](#)

APRIL

4th Easter also called Pascha or Resurrection Sunday, commemorating the resurrection of Jesus from the dead.

Resource links: [Primary Resources](#) [City of East Guildford](#)

8th International Romani Day is a day to celebrate Romani culture and raise awareness of the issues facing Romani people.

Resource Links: [Holocaust Memorial Day Trust](#) [International Romani Day](#)

12th The start of Ramadan also spelled Ramazan, Ramzan, Ramadhan or Ramathan, is the ninth month of the Islamic calendar, observed by Muslims worldwide as a month of fasting, prayer, reflection and community. The start date for 2021 is expected to begin on Monday 12th April 2021, following the sighting of the moon over Mecca.

Resource links: [Teacher Planet](#) [TES](#) [NurtureStore](#) [Ramadan and Eid \(inclusion Hub\)](#)

14th Vaisakhi also is known as Vaisakha Sankranti or Baisakhi, celebrates the Solar new year, based on the Hindu Vikram Samvat calendar.

Resource links: [BaisakhiFestival.com](#) [BBC Bitesize](#)

22nd Stephen Lawrence Day commemorating the life of Stephen Lawrence, who was murdered in a racially motivated attack in 1993.

Resource links: [StephenLawrenceDay.org](#) [School Planner](#) [TheRedCard.org](#)

Equalities Training Opportunities

Please Check out the [Equalities Tile for Equalities training / Professional Learning opportunities](#).

Gender Equality— [Guidance and CLPL](#) folder

Race Equality— [Guidance and CLPL](#) folder

All Our Stories: celebrating ethnic diversity in primary reading

11th March, 4 – 5.30pm [Eventbright link to register](#)

Coming to Scotland: Migration and the Black female experience

11th March, 5.00-6.30pm—email: scotdec.krissie@gmail.com

An event to mark International Women's Day 2021 where we will focus on four different time periods, spotlighting Black women and girls who migrated and came to Scotland. Delivered by the Edinburgh Caribbean Association. Part of the **RACE, BIAS AND MY CLASSROOM—SPEAK UP!** a digital workshop series for Scottish teachers. Free professional learning that supports your GTCS profile.

Sex, Race and Class: Curriculum Transformation and Leadership (webinar)

25th March, 4-5pm [Eventbright Link to register](#)

respectme, Scotland's Anti-Bullying Service is offering **FREE practical WEBINARS to adults** across Scotland. Suitable for parents and all adults who have a role to play in the lives of children and young people. For further information or dates/times and to secure a place, please visit Eventbrite page here: <https://bit.ly/2ZN6YOK>

Introduction to deaf awareness— a new e-learning module, available to complete on demand, free of charge. This module is the perfect place to start learning about deaf awareness. It will develop your awareness of some challenges deaf people experience when trying to communicate with hearing people. It will also provide advice on making lip-reading easier and teach you some basic finger spelling. [Deaf Awareness Training](#)

Stephen Spender Prize for poetry in translation

This year the prize will open for entries on 6 May and close on 16 July 2021.

This is an annual competition for poetry in translation, with categories for young people (14-and-under, 16-and-under, and 18-and-under) as well as an open category for adults. All entrants must be UK or Irish citizens or residents, or pupils at a British School overseas. Translate into English any poem from any language – ranging from Arabic to Uzbek, from Danish to Somali—and win cash prizes! http://www.stephen-spender.org/spender_prize.html

Social Media

Stephen Lawrence Day Foundation (Twitter @sldayfdn)

Engendering equality, diversity and inclusion for young people

Romani Arts (Twitter @Romaniarts)

Working through the arts, taking educational projects to GRT sites across Wales. Link to the 'LGBT+ Traveller & Roma Action Group 2021 ' calendar



Information for staff

Your equalities data: be heard, be counted

As part of the Diversity and Inclusion Strategy we want everyone to update their equalities data on myHR. Our equalities data tells us vital information about our workforce including age, sexual orientation, ethnicity, sex, and marital status. It allows us to measure how we compare with the wider Edinburgh and Scottish populations. It's an essential part of developing and strengthening an inclusive culture where we all feel respected, valued and included.

How to check and update your data: Please update your equalities data on myHR to ensure it's accurate. You'll find it under the 'Personal' section, under 'More about me'. Your equalities data will remain confidential. We'll not be able to see it at an individual level, but grouped together at service, directorate or Council-wide level.



Inclusivedinburgh
respect and equality in the workplace

Sharing Good Practice

Trinity Academy marked Holocaust Memorial Day.

The theme for Holocaust Memorial Day 2021 was **Be the light in the darkness.**

This theme encouraged everyone to reflect on the depths humanity can sink to, but also the ways individuals and communities resisted that darkness to 'be the light' before, during and after genocide.

S6 pupils from Trinity Academy and George Watson's College conducted virtual interviews with the Director of the Jewish Refugee Museum in Shanghai, the Director of Auschwitz-Birkenau Museum and interviewed pupils from schools in Rwanda. Rwanda witnessed one of the bloodiest genocides in history, in 1994, which saw over half a million Tutsis murdered. We must learn from genocide for a better future.



Focus on: International Women's Day and Gender Equality



International Women's Day

A global day marked annually on 8th March every year to:

- celebrate women's achievements
- raise awareness about women's equality
- lobby for accelerated gender parity
- fundraise for female-focused charities



2021 theme: 'Choose to challenge'

Challenge is recognised as an important step in helping to accelerate change.

'A challenged world is an alert world. Individually, we're all responsible for our own thoughts and actions - all day, every day.'

We can all choose to challenge and call out gender bias and inequality. We can all choose to seek out and celebrate women's achievements. Collectively, we can all help create an inclusive world.

From challenge comes change, so let's all **'choose to challenge'**

Celebrating International Women's Day in schools

'Educate the minds of today and the citizens of tomorrow.'

Educating and inspiring learners about the role of women in society & Celebrating women's achievements.

Example 1: Harriet Tubman

Harriet Tubman was born into slavery on the American plantations of Maryland in 1822. She eventually escaped to Philadelphia, where slavery had been abolished. She subsequently made 13 missions to rescue and free other enslaved people including family and friends. She used a network of routes and safe houses known as the Underground Railway. She later served as a scout and spy during the American Civil War and was an activist for women's suffrage throughout her life.



Example 2: Mary Astell

Mary Astell was born in 1666 and was an English protofeminist writer, philosopher, and rhetorician. She wrote, sometimes anonymously, about the importance of access to education for women and the importance of equality within marriage. Her advocacy of equal educational opportunities for women has earned her the title "the first English feminist."

Focus on: International Women's Day and Gender Equality

Challenging gender stereotypes and bias

True or false? (Answers on Page 11)

1. 8% of primary school teachers are men
2. 20% of entries for Higher Computer science in 2016 were girls
3. Women earn an average of 18% less than men
4. 70% of girls (aged 11-21) asked thought women are judged more for their looks than their ability
5. 75% suicides in 2015 were men

Gender stereotypes can have a negative impact on both boys and girls

In the classroom, **unconscious bias** can manifest itself in teacher-learner interactions. For example, girls are more likely to be praised for being well-behaved while boys are more likely to be praised for their ideas and understanding. A disruptive girl may encounter more criticism than a boy who exhibits similar behaviour, while quiet boys are often overlooked in classrooms. These expectations can be harmful to both groups. Girls may learn to be compliant and not take risks, while boys may opt out of education if understanding does not come readily.

From Improving gender balance, Scotland

Use these Inclusive Teaching Top Tips to help support all learners:



1. Allow time for pair and group discussion around challenging questions
2. Find different ways to increase participation from all
3. Challenge discriminatory language
4. Monitor your interactions with different genders
5. Use gender-neutral contexts where possible
6. Ensuring your learners are exposed to a range of diverse role models

<https://education.gov.scot/improvement/Documents/TopTenTips-non-science.pdf>

Resources to support International Woman's Day and Gender Equality

Primary schools

EY: 5-7 resource pack: <https://internationalwomensday.s3-us-west-2.amazonaws.com/resources/IWD-ResourcePack-5-7-UKAU.pdf>

8-12 resource pack: <https://internationalwomensday.s3-us-west-2.amazonaws.com/resources/IWD-ResourcePack-8-12-UKAU.pdf>

Secondary schools

Gender stereotyping teacher pack and video – Would you swap for the day?

[Teaching Pack and video: Would you swao for the day?](#)

[British Council: International Women's Day](#)

Debora Kayembe

New rector of Edinburgh University

Debora Kayembe is the 54th Rector to be elected and is the first ever black woman to hold this post at Edinburgh University.



What does the rector do?

The Rector plays a key role in the University Court. The University Court is a body that works to ensure all voices are heard when making important decisions that affect the university community. Rectors may also act as a point of contact for students and staff by supporting them with difficulties or issues they might be experiencing.

“Respect for the values of humanity and kindness lies at the heart of all my work and I look forward to working with staff, students, and the whole university community, to ensure that everyone is valued.”

Debora Kayembe - The University of Edinburgh News

About Debora Kayembe:

- She is a human rights lawyer from the Democratic Republic of Congo.
- She is only the third woman to be appointed to the role of rector of Edinburgh University.
- She is the first black person ever to be made rector of Edinburgh University.
- She is a Scottish Refugee Council board member from 2013 – 2016.
- She founded the charity ‘Full Options’ in 2017.
- She helped to launch the civil rights campaign called ‘Freedom Walk’ in 2020 which promotes social reforms, racial justice and community harmony.
- She is a strong believer in and proactively seeks to develop anti-racist education in Scotland.



Swati Mohan

'We Have Touchdown!': Indian-American Aerospace Engineer Lands Perseverance on Mars



Swati Mohan, an Indian American who moved to the United States when she was a year old, is the guidance and controls operations lead for the Perseverance rover mission, acting as the "eyes and ears" for NASA's most sophisticated spacecraft to date.

Mohan was born in Bengaluru, Karnataka, India and emigrated to the United States as a baby. Her love of Star Trek at 9 fuelled her curiosity with science and space. "I remember thinking, I want to do that. I want to find new and beautiful places in the universe," she recalled in a [Q&A on NASA's website](#). "The vastness of space holds so much knowledge that we have only begun to learn." Although planning to become a paediatrician, Mohan's interest in space and the great beyond lead her to complete a Ph.D. in Aeronautics and Astronautics and she worked her way through a number of space-related jobs to reach her current role at NASA.

There has been a huge focus on encouraging and providing opportunities for women into the STEM workforce recently. Current statistics show that women now make up approximately 46% of the total science professional workforce (www.stemwomen.co.uk), a percentage that is steadily on the rise and it is wonderful to see more and more women being credited for the important work they do in this field.

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[Perseverance Rover's Descent and Touchdown on Mars \(Official NASA Video\)](#)

[STEMettes](#)

[Resources to Support Promoting Women in STEM](#)

Additional Resources and Information

Autism and Mental Health Online Conference National Autistic Society, 11th March

The conference explores the impact of coronavirus on the mental health of autistic people.. Crucial issues around depression, anxiety, sleep, and more will also be explored

The conference includes sessions on:

- **"Making schools and services work for autistic people"- Suzy Rowland**, author of 'S.E.N.D. in the Clowns', Autism and ADHD Trainer, Cognitive Behaviour Therapist and parent.
- **"Coping with uncertainty : strategies for well-being"- Dr Peter Vermeulen**, PhD in Psychology and Pedagogical Sciences, founder and CEO of Autism in Context, Senior Autism Lecturer and Consultant for Autisme Centraal.

"What can we learn from the pandemic: the needs of autistic people and their families" - Felicity Stephenson, Policy and Parliamentary Officer (Mental Health), National Autistic Society.

Cost : £ 145 standard rate , autistic individuals ,parents, carers and families £65

National Autistic Society Online Conference

Surveys for Teachers, Parents , Children and Young People about Barriers To Schools for GRT learners

The Traveller Movement have 3 open surveys on bullying in schools. The information that is gathered will be used in an article by The Guardian newspaper on experiences of racism within schools. You can give permission for your name to be used, or remain anonymous

Survey for Teachers: Barriers to school for Gypsy, Roma and Traveller Pupils

Survey for Parents: Barriers to school for Gypsy, Roma and Traveller Pupils

Survey for Children and Young People: Barriers to school for Gypsy, Roma and Traveller Pupils

As An Irish Traveller, School Transformed My Life – With Empathy, Not Exclusion

By Chelsea McDonagh, Education Policy & Campaigns Officer, The Traveller Movement

The Barrie News ('barrie' is the Cant word for great!).

Issue 4 is available now!

Sadly, we are all used to seeing negative stories about Gypsy/Travellers in the press so in collaboration with some of the amazing people we work with, we decided to do something about that! Originally a special one-off publication, the Barrie News newspaper is dedicated to sharing good news stories about Gypsy/Travellers in Scotland.

Previous issues: <https://www.mecopp.org.uk/barrie-news>

Additional Resources and Information

Casting Call for Animated Film, The Proud Trust

The Proud Trust are looking for young trans and non-binary people (ages 11-25) to lend their voices to a short animated film. This film has been created in collaboration with young trans and non-binary people who have told their true life stories of the barriers they've faced, and how those can be overcome. This is a chance to raise the visibility of positive stories, and change a bit of the media narrative around trans young people – to get their stories told rather than having them be 'talked about'.

The Proud Trust are especially looking for Black and South Asian trans feminine people, and for trans feminine people and trans women in general.

Young people don't need to be an "Actor with a capital A" to audition for this project—authentic voices are sought.

Young people can apply at the following link: tinyurl.com/transvoiceactors

Young people are asked **not to post it wider or on public social media channels**.

If you have any questions about this, please contact jack.tielemans@theproudstrust.org.

Interactive Library of Books Here is a interactive library of books about strong, outstanding female characters.

LGBT Youth Scotland New Resources:

We now have some incredible new writing and spoken word from the BAME Queer Writers network <https://scottishbamewritersnetwork.org/reflections-archiving-lgbt-histories/>

Proud City, New Edinburgh exhibition, housed at Queensferry with this online version (Created by young people in Edinburgh) - <https://www.edinburghmuseums.org.uk/stories/proud-city>

Edinburgh Libraries – Unsung, LGBT Books - <https://vimeo.com/513548975>

3 young people have written this book aimed at Primary Children about inclusive families – What Makes a Family (Includes Care Experience, LGBT, disability, Ethnicity)

<https://www.etsy.com/uk/listing/964686353/what-makes-a-family-a4-childrens-book?>

Think about the Children – (spoken word and multi-media) by young trans artists.

<https://twitter.com/i/status/1365285525544984588>

If you are on twitter then it is worth looking up #purplefriday which showcases lots of engagement by schools and organisations across Scotland last Friday.

Answers to quiz on page 7:

8% of primary school teachers are men (T)

20% of entries for Higher Computer science in 2016 were girls (F – 17%)

Women earn an average of 18% less than men (T)

70% of girls (aged 11-21) asked thought women are judged more for their looks than their ability (F- 87%)

75% suicides in 2015 were men (T)

Appendix 8: Procedure – Preventing and Responding to Bullying and Prejudice amongst Children and Young People

Management Information	
Lead Officer	Name: Annemarie Procter
	Designation: Equalities Lead Officer
	Tel: 469 2850
Lead Service Area	Communities and Families
Date Agreed	Subject to approval
Last Review Date	October 2020
Next Review Date	October 2023
Agreed by	
Has Screening for Equality Impact been undertaken for this procedure?	<p>Yes: This procedure promotes equalities and the wellbeing and protection children and young people. The procedure informs practice at all levels with the purpose of ensuring effective implementation. The implementation of this procedure will promote equality and children's rights and prevent unlawful discrimination.</p> <p>Date</p>
Has Implementation and Monitoring been considered for this procedure?	<p>Yes: The Communities and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010. A review of the procedure will begin between 2023-24.</p> <p>Date</p>
If appropriate, has Health and Safety section had oversight of this procedure? Name of Health and Safety contact	<p>Yes/No: n/a</p> <p>Date</p>

City of Edinburgh Council
Communities and Families

Procedure

Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children and young people have the right to learn in a safe, fair and secure environment.

This procedure is based on '*Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*' (Scottish Government 2017). It exists to protect all children, young people and staff from all form of unacceptable behaviours by other children, young people and staff.

It addresses all forms of bullying, discrimination and prejudice and includes the right of protection from discrimination for any of the nine protected characteristics in the Equality Act 2010.

Supplementary Guidance

A series of supplementary documents will provide specific guidance for school staff on preventing and responding to incidents of prejudice and discrimination related to six of the protected characteristics under the Equality Act 2010. The first document in the series addresses racism.

- Tackling Racist Incidents / Creating an Anti-Racist Culture (October 2020)
- *Homophobic, biphobic and transphobic discrimination (planned)*
- *Faith-related discrimination (planned)*
- *Disability-related discrimination (planned)*
- *Gender-related discrimination (planned)*

1. PURPOSE

This procedure reflects our commitments to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes.

2. SCOPE

- 2.1 This procedure covers our children and young people in all City of Edinburgh Council services and establishments. Where relevant and possible, the procedure extends beyond establishments; for example, online bullying which takes place outside of the establishment will be taken as seriously as any other form of bullying and may also be addressed by the establishment where health, wellbeing and learning is impacted.
- 2.2 This procedure sits within the overarching context of City of Edinburgh Council's 'Included, Engaged and Involved' policy. Edinburgh Children's Partnership's core principles guide our working and define our service culture, specifically the vision '*Edinburgh's children and young people enjoy their childhood and achieve their potential*'. Sections 5.7 and 6.2-6.4 of our 'Included, Engaged and Involved' policy are particularly relevant.
- 2.3 Schools and partners are committed to developing strong collaborative working through a 'one service approach' that is based on professional trust and transparency informed by listening to and working *with* children and their parents.
- 2.4 Our core practices reflect our commitment to the development of positive relationships at all levels and in all settings. Our core practices are the 4 Rs:
 - Relationships
 - Rights Respecting
 - Resilience
 - Restorative
- 2.5 A commitment to developing positive relationships with all members of school communities and partnerships is instrumental to our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

3. DEFINITIONS

- 3.1 **Bullying.** The Council has adopted the definition in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Scottish Government, 2017):

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online".

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, non-verbal communication, messages, confrontations, physical interventions, or the fear of these.

- 3.2 **Bullying behaviour** is a more useful phrase than 'bully'. The term bully labels an individual with a fixed trait, whereas bullying behaviour can be transient and temporary and can be changed/corrected.
- 3.3 **Person being bullied/picked on/isolated or person on the receiving end of bullying behaviour** are more useful phrases than 'victim'. The label victim can be disempowering. The term victim labels an individual with a fixed trait whereas bullying experiences can be temporary. There can also be a complex interplay between those involved and there may not be a clear beginning and end.
- 3.4 **Online bullying or cyberbullying** is bullying behaviour that takes place via mobile phone or over the internet through email, messaging, social networking websites or online gaming and should be taken as seriously as any other form of bullying
- 3.5 **What is not bullying behaviour?**

"You don't have to like me...agree with me...or enjoy the same things I do. But you do have to respect me." (respectme, 2018). In order to work effectively, positively and diligently to prevent and respond to all forms of bullying and allegations of bullying behaviour, it is important to distinguish between what is and is not bullying behaviour.

Anyone can make a mistake or behave in a way that is inappropriate but not every action that has a negative impact on someone else is 'bullying behaviour'. Part of our responsibility and duty is to support our children and young people to develop resilience. We cannot condone the overuse or misuse of the term 'bullying' or react disproportionately to children and young people's behaviours. To do so would be counterproductive.

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of development and most children and young people have the ability to bounce back from these experiences. It is important to discuss how they feel and help them to develop resilience to manage their relationships. This is in line with guidance from respectme. *"We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment."* (respectme, 2018).

All bullying behaviours and prejudicial language must be challenged, regardless of intention or apparent impact in order to create and maintain a positive, inclusive and safe environment.

respectme state "Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it." (2018)

Incidents may be perceived as bullying when they are, in fact, criminal in nature. It is important to ensure that criminal offences such as hate crime, child sexual exploitation and gender-based violence are clearly distinguished from bullying. For example, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. It is sexual assault, sexual abuse or gender-based violence. There are laws to protect children and young people from this very serious behaviour.

- 3.6 **Hate crime, equalities and prejudice-based bullying**

'Respect for All' states: 'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

Hate crime is a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. Hate crime can take a number of forms. Advice and guidance from Police Scotland should be sought if a hate crime may have taken place.

The City of Edinburgh Council is committed to advancing equality of opportunity for all. The Equality Act (2010) explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics covered by the Equality Act (2010) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

We recognise that children and young people can also experience bullying in relation to: asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Definitions of the protected characteristics and other factors can be found in Appendix 1.

3.10 Parents/carers

Parents/carers are defined as a guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Section 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child.
- Carers who can be parents.
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements.
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements.
- All councillors, as corporate parents, have a responsibility for the wellbeing of children in the Council's care.

Throughout this document the term parent(s) will be used to apply to anyone with parental responsibility, including carers, those providing kinship, foster or residential care, or the local authority where full parental responsibility rests with them.

4. ACTIONS

- 4.1 City of Edinburgh Council's approach to preventing and responding to bullying sits within a context of the wider Council policy and ethos and in particular the rights of the child.

The [United Nations Convention on the Rights of the Child \(UNCRC\)](#) sets out the fundamental rights of all children and young people. We use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood.

The City of Edinburgh has a strong commitment to [Getting it Right for Every Child \(GIRFEC\) and promoting the wellbeing of all our children and young people. Specifically, that they should be as safe, healthy, active, nurtured, achieving, respected, responsible and included as possible. We are also committed to The](#) Children and Young People Act, the Equality Act, seeking educational inclusion for all children and young people, promoting resilience, and restorative approaches. To promote and maintain the wellbeing of all children and young people we:

- Place children at the centre of practice
- Focus on strengths and build resilience
- Prioritise prevention
- Improve fairness
- Listen to and work *with* children and the key adults in their lives

- 4.2 Bullying and discriminatory behaviours are not tolerated in any establishment or service. Anti-bullying and anti-discriminatory attitudes and behaviours should be promoted through a range of preventative, proactive and responsive approaches. These can be found in Appendix 2.
- 4.3 This procedure requires that allegations of bullying and prejudice must be treated seriously from the outset, investigated, recorded and dealt with according to the procedure. Guidelines for responding to instances of bullying or prejudice can be found in Appendix 3. All relevant supplementary guidance should be followed when dealing with incidents related to the protected characteristics.
- 4.4 Information gathered in relation to bullying and prejudice incidents should be recorded on the Bullying and Equalities Module within SEEMiS with effect from June 2019. Detailed guidance for recording incidents can be found in Appendix 4. In City of Edinburgh we take data protection seriously and comply with the European Union General Data Protection Regulation 2018. This applies fully to information gathered in relation to anti-bullying.
- 4.5 An exemplar establishment anti-bullying procedure can be found in Appendix 5 and further advice from [respectme](#) to support establishments to develop local policy is available here: <http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdf>

5. RESPONSIBILITIES

- 5.1 It is the responsibility of all staff and partners in Communities and Families to prevent and respond to bullying and prejudice amongst children and young people.

5.2 Communities and Families is responsible for:

- Developing, maintaining and monitoring this procedure.
- Supporting establishments to develop their own local policies and procedures to reflect this local authority guidance and to communicate this to staff, volunteers, children, young people, parents and carers.
- Consulting with stakeholders on this procedure.
- Supporting establishments to examine the overall extent of bullying and prejudice and sharing good practice.
- Reporting to the Executive of the Council as required.
- Providing staff development as required.
- Providing advice and conciliation services.
- Working with other Council agencies and partners to prevent and reduce bullying and discrimination.

5.3 Heads of establishments are responsible for:

- Ensuring that all staff are aware of this procedure and the locally developed policy and procedures.
- Dealing appropriately and effectively with all allegations brought to their attention.
- Following Communities and Families guidance including recording of incidents.
- Ensuring that their establishment procedure corresponds with this procedure.
- Ensuring all staff have access to appropriate learning and development including induction training.
- Making efforts to ensure that children and young people feel safe in reporting experiences of bullying and prejudice to members of staff and are assured that any allegations will be treated seriously, investigated and action taken, where appropriate.
- Encouraging all staff, volunteers, children, young people, parents and carers to express their concerns and views through robust consultation exercises.
- Referring to Child Protection Procedures and/or Police Scotland where necessary.
- Examining the possible extent of bullying and prejudice in their establishment.

5.4 In addition, Head Teachers are responsible for:

- Communicating their local policy and procedure to staff, volunteers, children, young people, parents and carers.
- Identifying a designated senior manager as the Equalities Coordinator
- Embedding and evidencing regular and frequent proactive work through the School Standards, Quality and Improvement Plan and/or Curriculum for Excellence.
- Supporting all staff and volunteers in following this guidance and local policy and procedures
- Liaising with parents/carers and voluntary organisations as appropriate.

5.5 All other Communities and Families staff are responsible for:

- Promoting positive attitudes and relationships.
- Dealing appropriately and effectively with all allegations of bullying and prejudice.
- Supporting their head of establishment in undertaking investigations and gathering information.
- Being aware of this procedure and local policy and procedures.
- Seeking learning and development opportunities.
- Supporting children and young people to understand the differences between bullying and other non-bullying behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.
- Challenging bullying and prejudice.

5.6 Children and young people are responsible, as far as possible, for:

- Promoting positive attitudes and relationships.
- Respecting others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Questioning and learning the differences between bullying and other non-bullying behaviours.
- Telling someone if they have any worries about bullying and / or prejudice.
- Seeking support from others to tell if they need it.
- Keeping themselves and others safe, with support from adults.
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf.
- Challenging bullying and prejudicial behaviour, if safe to do so.

5.7 Parents and carers are expected to:

- Respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Question and learn the differences between bullying and other non-bullying behaviours.
- Safeguard and promote their child(ren)'s health, development and welfare.
- Ensure the safety of their child / children on the way to and from school.
- Maintain communication with a relevant member of staff.
- Work in partnership with staff to maintain the rules, regulations and expectations of the establishment.
- Discuss issues related to bullying and prejudicial behaviour with their child(ren) according to their age and maturity and taking account of their views.
- Speak to an appropriate member of staff if they have any concerns about their child or another child / children experiencing bullying or prejudice.
- Speak to the Head Teacher if their concerns continue following school staff's intervention.
- Make use of the school's complaints procedure / City of Edinburgh Council's [Education Advice and Complaints](#) Service if concerns continue following the Head Teacher's intervention.

5.8 Support and advice for parents

respectme have a guide for parents and carers on their website:

<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/> and this more detailed leaflet <http://respectme.org.uk/wp-content/uploads/2016/10/Bullying-a-guide-for-parents-and-carers-2016.pdf> Parents/carers can help by supporting the establishment's anti-bullying procedure.

6. POLICY BASE

- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 as amended
- [Equality Act 2010](#)
- [Offences \(Aggravation by Prejudice\) \(Scotland\) Act 2009](#)
- [Schools \(Consultation\) \(Scotland\) Act 2010](#)
- [UN Convention on the Rights of the Child](#) 1992

7. ASSOCIATED DOCUMENTS

- City of Edinburgh Council's [Education Advice and Complaints](#)

- City of Edinburgh Council's [Equality Diversity and Rights Framework 2017-21](#)
- LGBT Youth Scotland [Supporting Transgender Young People - Scotland \(2017\)](#) (*replacement guidance pending*)
- City of Edinburgh Council's 'Included, Engaged and Involved' policy
- City of Edinburgh Council's Risk Management procedure
- City of Edinburgh Council [Getting It Right For Every Child](#)
- Included, Engaged and Involved (Education Scotland) 2018
- City of Edinburgh Council's framework for implementing the Additional Support for Learning Act [In on the Act \(2019\)](#)
- Edinburgh and Lothians Inter-agency Child Protection Procedures [Child Protection Procedures](#)
- LGBT Youth Scotland website <https://www.lgbtyouth.org.uk/>
- Respect Me Scotland's Anti Bullying Service www.respectme.org.uk
- [Respectme publications](#)
- [Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia \(2020\)](#)
<https://www.lgbtyouth.org.uk/media/1299/addressing-inclusion-2020.pdf>
- [Addressing Inclusion: Effectively Challenging Racism in Schools \(2019\)](#)
<http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>
- Pregnancy and Parenthood in Young People strategy
<http://www.gov.scot/Publications/2016/03/5858/0>

Appendix 1 Prejudice-based Bullying

Additional Support Needs can arise for different reasons and can persist for different lengths of time. Additional support for learning may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an Additional Support Need. Being bullied can also create Additional Support Needs for children and young people. There is specific legislation in this area in the Education (Additional Support for learning) (Scotland) Act 2009.

Asylum Seekers and Refugees: Stigma, caused by a lack of knowledge and understanding of asylum seekers and refugees, can mean children with this status may be at greater risk of being bullied. In addition, children and young people may be reluctant to burden parents or carers with extra worries and this can allow bullying to go undetected and continue.

Body image and physical appearance can be hugely important to children and young people and bullying because of body image can have a significant impact on wellbeing. For example, a child or young person who is noticeably over or underweight may be particularly vulnerable to bullying behaviour.

Care Experienced children and young people: are vulnerable to bullying behaviour for a number of reasons, such as regular changes in schools or where they are cared for. Forming positive and secure relationships with peers and adults can be made even more difficult due to early childhood adversity.

Disability: People who display bullying behaviours may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult what has happened. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Gender identity and Transgender: Transgender is an umbrella-term for those whose 'gender identity' or expression is different in some way from the gender assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender variant children and young people can be particularly vulnerable to bullying, such as transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

Intersectionality: It's important to understand the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, we must consider people's experiences of belonging to one or more of these groups, people's prejudice towards them and how this can lead to inequality in attainment and wellbeing.

Race and Ethnicity: Children and young people from minority ethnic groups often experience racism based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) can often lead to a child or young person experiencing racist behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently, or with less respect.

For many hundreds of years, white British society has enjoyed a position of economic, social and political power over non-white people in Britain and across the world through empire and colonialism and their after-effects. The social attitudes that developed over this time are still present in our society and can be seen in prejudiced behaviour towards non-white people, as well as on an institutional level.

Gypsy/Travellers are a particularly discriminated against and marginalised white minority group. For children and young people, concerns about bullying are especially acute in secondary. Perceived risks about bullying and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Religion and belief: Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. A person of any (perceived) faith or none can be the target of religious discrimination. In particular: Islamophobia impacts on Muslim children and young people, families and communities, and those who are perceived to be Muslim; Anti-Semitism impacts on Jewish children and young people, families and communities, and those who are perceived to be Jewish.

Sexism and gender: Gender inequality and stereotyping can leave children and young people vulnerable to bullying. Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate children and young people's behaviour – suggesting that they aren't being a 'real' man or a 'real' woman if they don't conform. These terms can be of an explicit sexual nature and it is worth noting that many can involve the use of terms for people who are gay and lesbian as a negative.

Sexual orientation: Homophobic and biphobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt or humiliate them. Some children and young people experience bullying because others think that they are LGB, because they have LGB family or friends or because they are seen as different or do not conform to traditional gender stereotypes.

Social and economic prejudice: Bullying due to social and economic status can take place in any community. Small differences in perceived class, family income, family living arrangements, social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, hygiene etc. can become widespread.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Appendix 2 Preventative, protective and responsive approaches

City of Edinburgh Council is committed to the key themes of promoting positive relationships, resilience, restorative approaches and developing Rights Respecting Schools at the heart of our communities. Welcoming diversity and ensuring equality underpin the ethos of our establishments and create the right environment to prevent bullying and discrimination. To promote respect, positive attitudes and relationships City of Edinburgh Council uses a variety of preventative, protective and responsive approaches, some of which are described below.

Preventative approaches

- Establishments to have clear procedures that guide staff responses to bullying incidents, informed by this procedure. Consultation with stakeholders on establishment procedure is recommended.
- Using the advice of **respectme**, and 'Included Engaged and Involved' (Scottish Government / Education Scotland).
- Information provided to children, young people and parents/ carers explaining how the establishment deals with incidents of bullying and prejudice.
- Ongoing events involving the school community that promote equality and diversity.
- Building resilience and empathy through Edinburgh Health and Wellbeing Team's range of Growing Confidence and resilience programmes.
- Use of appropriate approaches and resources for example nurture and Emotion Talks, to develop social skills and emotional literacy.
- Staff learning and development on core themes: promoting positive relationships, equalities, resilience, restorative approaches, rights respecting schools, growing confidence, nurture etc.
- Consistent responses to negative interactions, distressed behaviours, bullying and prejudicial behaviours, led by restorative practices.
- Frequent opportunities for children and young people to discuss issues and for them to request private appointments with staff to talk.
- Welcoming public messages and images throughout the establishment, with text in a range of languages.
- Use of self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as pupil well-being questionnaires and surveys.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Audits of race equality, inclusion and achievement of bilingual and minority ethnic pupils (Additional Support for Learning Service can offer advice)
- Promotion of training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills e.g. Psychology of Parenting Project, Incredible Years, Growing Confidence, Teen Psychology of Parenting Project.
- Working towards award programmes, e.g. UN Rights Respecting Schools Award, Diana Award, LGBT Charter, Intercultural Youth Scotland Pro-Black and Anti-racist Education Ambassadors Programme (secondary).

Protective approaches

- Establishments will have a number of interventions that aim to build protective resilience factors in children and young people, particularly those who are identified as being vulnerable or at risk.
- Buddy systems, especially at transition times.
- Groups to support identified pupils for example nurture groups and 'Seasons for Growth'
- Use of materials such as 'Cool in School', 'Keeping Myself Safe'.
- Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).
- Peer mentoring and mediation.
- Specialist individual supports within and beyond school e.g. counselling and therapeutic services
- Playground supervision from trained staff who encourage and lead play
- Arrangements for young people to raise issues confidently with staff including for example, confidential 'Comments Box' or 'Listening Post' in a neutral and confidential place.
- Encouraging everyone to respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Involvement of Psychological Services where appropriate and with consent from the child and their parents

Responsive approaches

Sometimes a child or young person may not be engaging consciously in bullying or prejudicial behaviour. However, this behaviour can still impact negatively on others and must be taken seriously. The level of understanding and awareness of a child who is bullying is a significant factor in how it is dealt with. Establishments will have an appropriate and proportionate response to bullying and prejudice incidents, in line with their legal responsibility to support and educate all those involved, including pupils identified as displaying bullying or prejudicial behaviours.

- De-escalation strategies delivered consistently by staff.
- Physical separation of person/people bullying, where necessary, possible and safe.
- Involvement of parents/carers where appropriate.
- Use of restorative practices, where appropriate, including acknowledging grievances.
- Helping children to recognise that their actions have consequences and involving them in a discussion about how to make things better.
- Consequences for the person/people bullying.
- Consideration of whether known or unidentified additional support needs have contributed to the bullying.
- Specific support services, such as Psychological Services, Additional Support for Learning Service, Education Welfare, Edinburgh Together, Social Work or CAMHS with consent from the child and their parents.
- Involvement of police if incident involves any criminal acts, including possible hate crimes.
- GIRFEC child planning processes.
- Where appropriate, Child Protection procedures must be followed.
- City of Edinburgh Council Risk Management Procedure.
- All incidents must be recorded on the SEEMiS Bullying and Equalities Module (see detailed guidance in Appendix 4).

- If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded.

Appendix 3 Guidelines for responding to incidents of bullying or prejudice

INITIAL RESPONSE

The response of the teacher or other member of staff is crucial, whether they witness something which could be bullying or prejudicial behaviour or a child or young person reports to them that they are being bullied. Children and young people may have been experiencing bullying or prejudice and a negative impact on their health and wellbeing for some time before they report it. The child or young person's experience may be directly affected by the response they get from the adult.

1. Listen to the child, reassure them that they have done the right thing by telling.
2. Show the child or young person that you are taking the reported bullying or prejudice seriously.
3. Be ready to offer support whenever required, no matter how busy you are at the time.
4. Find out what happened, who was involved, where and when.
5. Let the child or young person speak without interruption as far as possible.
6. Ask the child or young person what would be helpful to resolve the issue and what they want to happen next. Take the views of the child or young person seriously, with awareness that bullying and prejudice cannot go unchallenged even when the person targeted may be reluctant to seek a solution or want to avoid a direct approach.
7. Record the incident in writing, if appropriate on a Wellbeing Concern form. It is important that the child or young person knows the reason for this and that you will share the information. The information will form the basis for further investigation and recording.
8. Use professional judgement to decide on appropriate action.
9. Tell the child or young person clearly about what happens next. It is essential that they are involved and updated on progress, especially in cases where it takes time to work towards a resolution.
10. Discuss and agree next steps with the Equalities Co-ordinator / designated member of the senior leadership team (Primary) or Pupil Support Team (secondary). This should include how the case will be investigated, monitored and reviewed.

Respectme recommend that staff ask the following five questions:

- What was the behaviour?
- What impact did it have on the school environment, learning or health and wellbeing?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

At all times, child protection procedures and / or Risk Management procedures should be followed if necessary.

NEXT STEPS / FURTHER INVESTIGATION

1. Follow through the next steps agreed with the Equalities Co-ordinator / designated member of senior leadership team.
2. In most cases, further investigation will be done by the Equalities Co-ordinator / designated member of senior leadership team or Pupil Support Leader (secondary)

Further investigation may involve:

- Speaking with child/children or young person/people involved, preserving confidentiality.
 - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
 - Speaking with parents (after consultation with the child or young person – see 'Parents as Partners' below)
 - Seeking advice from relevant partner services
 - In all cases where there may be criminal implications (e.g. sexual assault or hate crime), contact Police Scotland.
3. Where bullying or prejudice is substantiated, decide on appropriate action – see Appendix 2: Responsive Approaches.
 4. Where bullying or prejudice is not substantiated, speak with the child or young person who reported the bullying or prejudice and offer further support if needed.
 5. At each stage of the process, update the child or young person who reported the bullying or prejudice.

Parents as Partners

The views of the child or young person who has experienced bullying should always be considered when deciding whether to inform their parents/carers. There may be both risks and benefits of informing parents: the child or young person may think that this will make matters worse or it may place the child or young person in a harmful situation. Where appropriate, parents/carers will be informed as they can play an essential role in preventing and addressing bullying. Contact may be face-to-face, by telephone or letter. A record of all communication should be kept and the child or young person informed about who their information has been shared with. In the small number of cases when, in the best interests of the young person, the decision is taken by a member of the senior leadership team not to inform parents/carers, this must be recorded in the pupil's pastoral notes and/or Wellbeing Concern form with a clear rationale for not informing.

RECORDING, MONITORING AND REVIEWING A BULLYING INCIDENT

1. Record all incidents on the SEEMiS Bullying and Equalities module. (See Appendix 4)
2. If there is any dispute or doubt about whether an incident was bullying or prejudice, the incident and the doubts should be recorded
3. Continue to check in with the child or young person who experienced bullying to ensure it has stopped / hasn't resumed.

Appendix 4

SEEMiS: Recording, reporting and monitoring of bullying and discriminatory incidents / alleged incidents

This guidance should be read in conjunction with the Scottish Government's 'Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools' [Recording and Monitoring Bullying Incidents - schools](#).

Responsibility

The designated member of senior leadership team / Equalities Co-ordinator should have responsibility for:

- ensuring that procedures relating to allegations of bullying and prejudice are implemented.
- monitoring SEEMiS reports on regular basis, ideally twice per term.

Recording

The following information must be recorded in the SEEMiS Bullying and Equalities module:

1. Person experiencing the behaviour
2. Person displaying the behaviour
3. Nature of the incident
4. Specific perceived reason for bullying

Nature of incident <ul style="list-style-type: none">• Name calling, teased, put down or• threatened• Hit, tripped, pushed or kicked• Belongings taken or damaged• Being ignored• Spreading rumours• Abusive Messages - online/phone/• gaming/social media• Online/phone/gaming/social media• Targeted because of who they are/• perceived to be• Other (Please Specify)	Perceived reason(s) for bullying (previously 'Characteristics') <ul style="list-style-type: none">• Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)• Additional support needs• Asylum seekers or refugee status• Body image and physical appearance• Care experience• Disability• Gender identity or Trans identity• Gypsy/Travellers• Marriage/civil partnership of parents/ carers or other family members• Mental health• Not known• Other: please specify• Pregnancy and maternity• Race and racism including culture• Religion or belief• Sectarianism• Sexism and gender• Socio-economic prejudice• Young carer• If 'Other' is selected from the list and added to the incident, an additional Other text box will be displayed to enable details of the 'Other' incident to be recorded.
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As well as recording that an alleged incident has been reported, detail about the incident should be recorded. Information about how the situation is to be monitored and reviewed should be entered in

the appropriate section and the views of the person experiencing, the person displaying, and, if appropriate the views of parent/carer should be recorded.

Monitor and review

- Do they feel their concerns were listened to? If not, why not?
- Do they feel satisfied with the outcome? If not, why not?
- Does the parent/carer feel satisfied with the outcome? If not, why not?
- Has some form of restorative action taken place, if appropriate? What form did this take?

The **Action Progressed** section should then be completed outlining the actions taken and the conclusion of the investigation.

Incident Conclusion

- Being addressed
- Resolved
- Not resolved
- Unfounded

Automatic link with ‘pastoral notes’

Information recorded in this part of the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the Bullying and Equalities module.

Appendix 5 Exemplar Establishment Anti-Bullying Procedure (text in blue to be adapted to establishment context)

[Establishment Name] Anti-Bullying Procedure [Date]

See also supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to protected characteristics in the Equality Act 2010. Part 1: Tackling Racist Incidents / Creating an Anti-Racist Culture.

INTRODUCTION AND PURPOSE

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

This school procedure follows the City of Edinburgh Council’s Communities and Families Procedure on ‘Preventing and Responding to Bullying and Prejudice amongst Children and Young People’ (2020) which is based on ‘*Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People*’.

The emotional health and wellbeing of children, young people and staff is essential for our children to have the best start to life and to have successful life chances. We are committed to developing positive relationships between all in the school community, children, young people, staff and parents. Our core practices are the 4 Rs: Relationships, Rights Respecting, Resilience, Restorative.

We are a Rights Respecting School. This procedure covers the following articles of the UNCRC:

- Article 2 – You have the right to protection against discrimination.
- Article 19 – You have the right to be protected from being hurt or badly treated.
- Article 29 – You have the right to an education which develops your personality and your respect for other's rights and the environment.

This procedure has been revised and updated in consultation with staff, parent and pupil groups, including our Pupil Council, Parent Council and Equalities Committee (include others that apply).

Our values and beliefs (for example – adapt to school context)

- All pupils and staff have the right to feel happy, safe and included. [Establishment Name] supports every young person to achieve and attain their very best.
- We actively foster good relations between diverse groups and individuals, respect individuality and celebrate diversity.
- We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying, prejudice and discrimination. We challenge inequality and promote inclusive, nurturing environments.
- We recognise the effects that bullying, prejudice and discrimination can have on a child or young person's feelings of worth, on their health and wellbeing and on their school-work.
- We provide opportunities for success through a variety of curricular and extra-curricular options and pathways.
- We encourage creativity and support our young people to build the skills and resilience they need for the future.
- We have the courage to aspire to the very best we can be. We belong to our school and we are very proud of our school and learning community.
- We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.

What do we mean by bullying?

“Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online”.

(Respect for All, 2017)

Bullying behaviours can take many forms. Examples of bullying behaviours include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.
- Hitting, tripping, kicking.
- Taking and damaging belongings
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online or cyber-bullying).
- Targeting someone because of who they are or who they are perceived to be.

Discrimination, Prejudice-based Bullying and the Equality Act 2010

Bullying behaviour can often be rooted in prejudice and discrimination due to difference or a perceived difference. We are committed to challenging discrimination, prejudice-based bullying and language, and to fulfilling our duty under the Equality Act 2010.

The Equality Act 2010 sets out rights which include legal protection from discrimination related to any of the nine protected characteristics: **disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership.**

Note: In relation to the education of children and young people, the protected characteristics of age and marriage/civil partnership are not included.

We recognise that children and young people can also experience bullying in relation to: asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Definitions of the protected characteristics and other factors can be found in Appendix 1.

Hate incident or hate crime

A bullying incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on actual or perceived disability, race, religion, sexual orientation or transgender identity. If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on any of these characteristics, this is a hate crime. All hate crimes should be reported to Police Scotland through the School Link Officer. In the case of hate incidents, the designated member of staff / Equality Co-ordinator should seek advice from the School Link Officer.

Responsibilities and Reporting bullying, prejudice and discrimination incidents

Headteachers are:

- responsible for the introduction and implementation of this procedure. However, all staff, all pupils and their parents/carers must play an active part in following the guidance and putting it into practice. Teachers and support staff are expected to be pro-active, to treat all allegations seriously and to refer reports of incidents to the Equalities Co-ordinator / designated member of the senior leadership team. The incident is recorded accurately with future actions detailed.

The Equalities Co-ordinator, in consultation with the Head Teacher, is required to:

- ensure that all allegations are reported and recorded rigorously
- monitor SEEMiS Bullying and Equalities module reports regularly, at least termly
- monitor and report annually on the implementation of this procedure
- supervise the review and updating of this procedure at least every three years

Pupils are asked to:

- report all incidents and suspected incidents of any type of bullying, discrimination or prejudice that they experience to a member of staff, where it is safe for them to do so
- report all incidents and suspected incidents of bullying, discrimination and prejudice that they see to a member of staff, where it is safe for them to do so
- support each other and to seek help from a member of staff, to ensure that everyone feels safe and nobody feels excluded or afraid in school.

- if they don't feel able to speak to a member of staff, ([insert school arrangements for anonymous reporting here](#)) or contact an external organisation for advice and support, e.g. Childline, LGBT Youth Scotland or ELREC.

All school staff are required to:

- be pro-active in implementing the procedure
- treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
- seek to address incidents, where appropriate
- record any incidents on a Wellbeing Concern form
- inform the Equalities Co-ordinator / designated member of staff of all incidents

Parents/carers are asked to:

- be aware of *respectme*, Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers ([available at http://respectme.org.uk/resources/publications/](http://respectme.org.uk/resources/publications/))
- work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive
- speak to any member of staff (the class teacher, guidance teacher or member of senior leadership team) if they have any concerns about bullying, discrimination and prejudice experienced by their child or by another child / children at the time of the incident or as soon as possible thereafter
- encourage their children to be positive members of our school community
- monitor closely their child's use of mobile phone and the internet and to intervene if there is a suspicion that these are being used inappropriately.
- understand that we seek to understand the experiences and address the needs of all children and young people who experience bullying, discrimination or prejudiced behaviour as well as those who present bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and support.
- speak to the Head Teacher if their concerns continue following initial intervention
- be aware that they can contact a relevant external organisation for advice and support
- be aware of the school's complaints procedure and the Council's Advice and Conciliation Service and their rights with regard to these procedures

PROMOTION OF EQUALITY

Through the Curriculum for Excellence, we: (adapt to school context)

- Increase knowledge of children's rights and responsibilities as responsible citizens.
- Challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language.
- Deliver an inclusive curriculum that reflects all identities: disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender reassignment; age; marriage/civil partnership as well as asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of

parents/carers, siblings, or other family members. This enables our children and young people to develop their sense of understanding and inclusion of others as well as seeing themselves reflected in the learning community.

- Provide age-appropriate reading materials and resources that positively reflect and represent diversity and reflect the protected characteristics, e.g. family structures that include single parents, people from minority ethnic backgrounds, disabled people, same-sex parents.
- Teach Critical Literacy
- Build resilience and empathy in young people as confident individuals.
- Raise awareness about bullying and our Anti-Bullying Procedure across a range of school subjects.

PREVENTION

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing, we hope to prevent bullying, prejudice and discrimination happening. [For example \(adapt to school context\)](#)

- We update posters and school display screens regularly and use them to remind pupils that bullying, prejudice and discrimination are not acceptable and what to do if they or someone they know is being bullied or experiencing prejudice.
- Our pupil Equalities Committee actively supports the school's work on prevention of bullying, prejudice and discrimination.
- Bullying, prejudice and discrimination and other equality-related issues are a standing item on the SLT meetings, faculty meetings and our Pupil Council agenda.
- We carry out regular surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- The school holds diversity, anti-bullying projects to raise the profile of these issues. For example, during Respect Week we hold an annual Anti-bullying event to raise awareness of what bullying looks like, how we can prevent it and what supports are available for pupils who experience bullying. We also hold anti-bullying year group assemblies and discuss bullying in key adult time and PSE lessons.
- The Rights Respecting School group ensure that all the pupils are aware of and learn about their human rights through lessons, events, assemblies and displays. The Rights-Respecting values are being embedded in the school and so pupils are being empowered to become more active citizens and learners.
- The Mentors in Violence Prevention (MVP) programme is now established in the school. Senior pupils are trained and empowered to be active bystanders with the ability to support and challenge their peers in a safe way. This peer mentoring programme gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. It addresses a range of behaviours including name-calling, sexting, controlling behaviour and harassment.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This includes working with organisations such as [Edinburgh and Lothians Regional Equality Council \(ELREC\)](#), [Intercultural Youth Scotland \(IYS\)](#), [LGBT Youth Scotland](#), [respectme](#), [\(include any that apply\)](#)
- We have a successful befriending system to support transition from primary school and senior pupils have been trained in peaceful resolution to conflict.
- Our staff receive regular training to increase their awareness and understanding of all forms of bullying, prejudice and discrimination as well as to develop skills in restorative practice.

SUPPORT

How we support pupils who are bullied or experience prejudice and discrimination

See also supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to the protected characteristics in the Equality Act 2010. Part 1: Tackling Racist Incidents / Creating an Anti-Racist Culture.

We listen to the child or young person

- We reassure them that they have done the right thing by telling.
- We encourage them to talk about how they feel, find out what happened and who was involved
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents to us straight away.
- We affirm that the bullying can be stopped and that we will persist with intervention until it does.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check that bullying has not started again.

What happens next?

- The teacher or member of staff who receives the report will record the incident on a Wellbeing Concern form and discuss next steps with the designated member of senior leadership team / Equalities Co-ordinator.
- At all times, child protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be done by the designated member of senior leadership team / Equalities Co-ordinator or Pupil Support Leader (secondary)
- Further investigation may involve:
 - Speaking with the children or young people involved, preserving confidentiality.
 - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
 - Speaking with parents (*after consultation with the child or young person*)
 - Seeking advice from partner services and relevant organisations
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), the designated member of senior leadership team / Equalities Co-ordinator will report this to Police Scotland.
- In the case of hate incidents, the designated member of the senior leadership team / Equalities Co-ordinator will seek advice from Police Scotland.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below)
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the child or young person who reported the incident and offer further support if needed.
- At all times, we will update the child or young person who reported bullying, prejudice or discrimination.

Our work with pupils who bully others or present prejudiced or discriminatory attitudes / behaviour

A child or young person who is bullying someone else may not be doing this consciously but the impact of bullying, prejudice or discrimination is still felt and this is taken seriously. Pupils who engage in bullying behaviour or present prejudiced or discriminatory attitudes / behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident (see below).

- We interview the pupil (or pupils) involved in the incident separately.
- We listen to their version of events and take time to discover the reasons for the behaviour.
- We talk to anyone who may have witnessed the incident.
- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop.
- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We seek a commitment to stop bullying.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider consequences under our school's Positive Behaviour Management Procedure.
- We consider what support the pupil needs and whether other referrals are required, e.g. educational psychologist, counsellor.
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime) we report this to Police Scotland.
- In the case of hate incidents, we seek advice from Police Scotland.
- We advise pupils responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops.
- We contact the parents of the pupil(s) at an early stage, where appropriate.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

Some examples of our actions

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.
- De-escalation strategies.
- Physical separation of person/people presenting bullying, prejudiced or discriminatory behaviour, where necessary and possible.
- Use of support base to increase confidence and provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling, for the person being bullied or experiencing prejudiced or discriminatory behaviour or for the person who is bullying or displaying prejudiced or discriminatory behaviour.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work or Child and Adolescent Mental Health Service (CAMHS).

Note: Exclusion from school is not itself a sanction or punishment for bullying, prejudiced or discriminatory behaviour and would only be used in specific circumstances and as a last resort.

Online bullying and bullying outside the school premises

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The behaviour may be presented by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a

pupil or parent informs us of bullying, prejudice or discrimination out with the school premises we will:

- Talk to pupils about how to avoid or handle these incidents outside of school.
- Talk to the Head Teacher of any other school(s) whose pupils are allegedly presenting bullying, discrimination and prejudiced behaviour.
- Talk to the transport company about bullying on buses
- Talk to the police, if appropriate.

Follow-up

When the incident has been resolved, we monitor and check with the child or young person that bullying has not started again.

RECORDING AND MONITORING BULLYING INCIDENTS

The designated member of senior leadership team / Equalities Co-ordinator or Pupil Support Leader (secondary) will record all incidents in the Bullying and Equalities module in SEEMiS.

The following information is recorded:

- the person experiencing the behaviour
- the person displaying the behaviour
- the nature and category of the incident
- the perceived reason(s) for bullying
- actions already taken and future actions
- conclusion (being addressed, resolved, not resolved, unfounded)

All incidents should be recorded. Records should include whether the incident is bullying, and/or prejudice-based and the nature of this. If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or prejudice, the incident and the doubts should be recorded.

The designated member of senior leadership team / Equalities Co-ordinator will:

- ensure that this procedure is implemented.
- monitor SEEMiS reports on regular basis, at least termly.

Records of bullying, discrimination and prejudice-based incidents will be collected centrally from SEEMiS by the local authority from August 2020 on a termly basis.

COMMUNICATING THIS PROCEDURE (adapt to reflect school context)

We promote our anti-bullying procedure throughout the session. This procedure is on the school website. Posters are on display around the school advising pupils how they can report bullying, discrimination and prejudice, or seek confidential help. ([In-school arrangements for anonymous reporting](#)) are regularly promoted via the school bulletin. The procedure is also reinforced through PSE classes and assemblies.

CONCERNS AND FEEDBACK

We recognise that there may be times when pupils or parents/carers feel that we have not dealt well with an incident of bullying, discrimination and prejudice or a wider community issue. If a pupil or parent/carer feels that an incident/issue has not been fully resolved to their satisfaction, we ask them to contact the Head Teacher in the first instance.

If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then parents/carers can use the Council's Advice and Conciliation Service. We are also pleased to receive positive feedback from parents/carers when things have gone well.

At any time, a pupil or parent/carer can seek advice and support from an external organisation.

EVALUATING AND REVIEWING OUR PROCEDURE (adapt to reflect school context)

We evaluate the effectiveness of this procedure on an annual basis, reviewing the number and type of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups. Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups. Feedback received from parents is also taken into consideration. The procedure is reviewed formally every 3 years.

Appendix 9: Tackling Racist Incidents and Creating an Anti-Racist Culture (supplementary guidance)

Tackling Racist Incidents and Creating an Anti-Racist Culture

This supplementary guidance for staff should be read alongside the Communities and Families 'Procedure for Preventing and Responding to Bullying and Prejudice' and your establishment procedure.

It should be known and followed by all staff and administered by the designated member of the senior leadership team / Equalities Co-ordinator. Whilst this guidance focuses on responding to racist incidents experienced by children and young people, the principles apply equally to racist incidents experienced by staff and parents from minority ethnic backgrounds. Incidents experienced by staff will be dealt with using the relevant Council policies and procedures.

1. WHAT IS RACISM?

Racism is when someone is discriminated against because of their race, the colour of their skin, nationality, ethnicity (includes culture, religion and language) or national origin.

A racist incident is any incident which is perceived to be racist by the victim or any other person.
(The Stephen Lawrence Inquiry 1999, Recommendation 12)

Any incident which is perceived to be racist must be recorded and investigated with rigour, commitment and transparency. Whether or not the person responsible intended their behaviour or actions to be racist is irrelevant. When dealing with an incident, the person's intentions and attitudes are an important consideration. However, at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. The main issue is that they have behaved in a racist manner.

What can racism look like? For example:

- Isolating or marginalising someone because of the colour of their skin, nationality, ethnic* or national origin. *Ethnicity includes culture, religion and language.

- Verbal or non-verbal abuse, e.g. threats, derogatory name-calling, gestures, racist jokes
- Damage to property
- Physical assault and harassment, e.g. hitting, tripping, pushing, kicking
- Visual - racist text or images such as posters, notices or graffiti
- Incitement of others to behave in a racist manner
- Cyber - using social media to promote or incite racism
- Provocative behaviour such as wearing racist badges or insignia.
- Refusal to co-operate with other pupils because of their race or ethnicity, or their perceived race or ethnicity

Many of these behaviours can also take place online, through social media or messaging platforms.

Racist language, negative views and their impact on children and young people

Racist language, stereotypes and jokes around the school can exclude, threaten, hurt or humiliate young people, whether experienced directly or indirectly. Sometimes, racist language can be used without malice or understanding, but this does not mean that it has no impact on young people who hear it used in this way. Both minority ethnic young people and the wider school community may be seriously affected by these negative messages. The cumulative effect on the emotional and mental health of minority ethnic children and young people should not be under-estimated. It can lead to: loss of self-esteem; feelings of exhaustion; reduced ability to thrive in an environment; mistrust of peers, staff and the 'system'; decreased participation and ability to study; underachievement; reduced attendance. Not all racist incidents would be considered bullying. For example, a teacher might observe a young person telling a racist joke which isn't directed at anyone in particular. This should still be addressed and recorded as a racist incident.

2. TACKLING RACIST INCIDENTS

A racist incident may be a hate incident or hate crime

A racist incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility, discrimination or prejudice based on race. In the case of hate incidents, the designated member of staff / Equalities Co-ordinator should seek advice from the Police School Link Officer.

If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on race, this is a hate crime. All possible hate crimes should be reported to Police Scotland through the School Link Officer.

Supporting a child or young person who has experienced racism

This guidance applies in the following situations:

- A child/young person tells you about a racist incident towards them
- A child/young person (third party) tells you that they have seen or heard about a racist incident involving another child/young person
- You witness a racist incident involving a child/young person
- A parent tells the school about a racist incident that their child has experienced or has witnessed.

Be aware that a child / young person from a black and minority ethnic background may react strongly to racism because they experience this not just as a personal attack but as an attack on their family, community and culture. Furthermore, the immediate incident may be only the latest in a series of other racist incidents (micro-aggressions or more significant incidents) which the child or young person has experienced. The child/young person's strong reaction may itself be unacceptable. In such cases, it is important to treat both the racist incident and the young child/young person's reaction appropriately and proportionately.

NOTE: at all times child protection / risk management procedures should be followed if necessary.

Show belief and treat the concern seriously

Children and young people often say they don't feel believed or taken seriously; they can be deeply affected at their core by what they perceive as racism against them, and even if it doesn't appear to you to be a racist event, it is important that you show belief and investigate thoroughly before making a judgment.

Discuss what the child/young person would like to happen - follow this as far as possible

Children and young people often feel teachers want to help but don't always handle it well and may make it worse; they may under-react or over-react. Teachers, especially those with less experience of responding to racist incidents, may not feel confident about what to do. So, ask the child/young person what they would like to happen and as far as possible follow their feelings.

They may want nothing to happen at this point – it may be enough to tell you, and you have to take a decision on how serious the issue is, and whether you can hold on to that information and support the child for a bit, to help them resolve it in their own way. Take the views of the child or young person seriously, with awareness that racism cannot go unchallenged even when they may be reluctant to seek a solution or want to avoid a direct approach.

In all cases, tell them what you plan to do and who you need to tell, so they can feel in control as far as possible.

Parents as Partners

Taking into consideration the views of the child or young person, inform their parents/carers of the incident, how their child is being supported and how the incident is being dealt with.

Give as much feedback as possible on actions and outcomes

Children and young people often say they report racism and they never hear about it again. This can happen even where the incident has been very effectively handled in terms of the child or young person who displayed racist behaviour, because of the need to recognise their rights and privacy too. There needs to be a balance between the privacy of the child/young person who displayed racist behaviour (in terms of the consequences and support for them), and the rights of the child/young person who experienced the racist behaviour to feel that justice has been done.

Rights Respecting and Restorative approaches

Two of our core practices in developing positive relationships are: Rights Respecting and Restorative. Our aim is to address the root causes of the racist behaviour and for the behaviour to stop. Where appropriate, we will use restorative approaches, balancing this with respecting children and young people's rights. We recognise that for the child / young person who experienced racism, a purely restorative approach may not feel enough for justice to have been done and their rights to have been respected.

Revisit to check on a sustained basis

Children and young people often say that the teacher dealt with it and it stopped for a time, and they didn't want to keep going back because they would be seen as a 'wimp' or a 'moan'. So, it's important that you take the initiative on a sustained basis, to check that the child or young person is not having problems again. Peer mentoring or buddy systems may be supportive.

Follow up

Ensure that key staff are aware on a need-to-know basis and can help you monitor for future events / occurrences.

Working with a child or young person who has displayed racist behaviour

A child or young person who is displaying racist behaviour may not be doing this consciously. Nevertheless, all racist behaviour and language must be challenged, with support to change. Pupils who present racist

behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident. Our aim is to address the root causes of the behaviour and for the behaviour to stop. (See examples of actions in main procedure.)

An approach which relies only on consequences can be counter-productive; it does not address the underlying cause and can generate resentment and reinforce racist feelings or behaviour. Similarly, a 'zero tolerance' approach ('we don't allow racism here - no further discussion') may merely suppress the behaviours or beliefs and allow them to grow stronger, below the surface.

Fully addressing racist attitudes and behaviour (rather than a simple 'consequences' or 'zero tolerance' approach) is more time-consuming in the short-term but is essential to eliminate racism. There is clear evidence that school policy and practice in dealing effectively with racist incidents is an essential part of creating an anti-racist school culture.

Some suggested approaches:

- Avoid confrontation.
- Repeat the comment or define the action to ensure you have understood it correctly – ask the child / young person concerned to repeat themselves and/or explain what they mean.
- If there is any uncertainty, point out that the event could be construed as racist, and ensure they understand this.
- Ask the child / young person why they said or did this.
- Challenge the ideas – not the person. Use humour if appropriate.
- Acknowledge any sense of grievance or hurt which has led to the racist comment/action, without accepting that it justifies the comment/action. Ensure that any valid sense of grievance or hurt is addressed too. This is vital to avoid increasing resentment.
- Relate the issue to the child or young person's age/gender/class/disability and try to find some parallels, to gain empathy.
- Expose irrational or contradictory arguments by sharing the relevant research/statistics/counter-arguments/historical context/legislation.
- Seek a positive way forward which enables the person to retain self-esteem, (while ensuring that the needs of the child/young person who experienced racism are fully met).
- Where appropriate, encourage witnesses/others involved to suggest an appropriate response/way forward.
- Revisit the situation as often as necessary with both parties to ensure the resolution is effective and there has been no repetition or negative ramifications.
- Where appropriate and helpful, inform parents to try and gain their support in ensuring that the racist behaviour does not happen again.

Recording: at all stages, all actions and outcomes should be fully recorded, monitored and updated on the SEEMiS Bullying and Equalities module.

Monitoring: the number of racist incidents reported and recorded should be monitored on a regular basis, along with other types of incident recorded on the SEEMiS Bullying and Equalities module.

3. CREATING AN ANTI-RACIST CULTURE

Micro-aggressions

Micro-aggressions are the most common way racist and other forms of discrimination are expressed on a daily basis, both online and face-to-face, so tackling them is very important. Racial micro-aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to people based solely on their race. In many cases, these hidden messages can invalidate the person, demean them on a personal or group level. Micro-aggressions communicate that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.

The individual and cumulative impact of racial micro-aggressions can have a significant impact on health and wellbeing.

Examples of micro-aggressions:

- A teacher continually mispronounces a pupil's name or suggests using an anglicised version because that will be 'easier' for them to pronounce (Hidden message: You are an outsider and don't belong here. To belong, you need to change to fit in with 'us'.)
- An Asian Scottish pupil, born and raised in Scotland, is complimented for speaking "good English." (Hidden message: You are not a true Scot. You are a perpetual foreigner in your own country.)
- A black couple is seated at a table in the restaurant next to the kitchen despite there being other empty and more desirable tables located at the front. (Hidden message: You are a second-class citizen and undeserving of first-class treatment.)

Managing pupil views – an anti-racist stance

It is the teacher's responsibility to create and maintain an open, safe and supportive learning environment where children and young people can explore and develop their understanding of sensitive topics related to 'race' at an age-appropriate level. At times, children and young people may express views which may be controversial or distressing to others. If these views remain unchallenged by the group or by the teacher, the silence effectively condones the views. This may leave others feeling unwelcome, unsafe, or marginalised and doesn't give children and young people the opportunity to really consider the issues and examine their personal, or learned, assumptions. Censorship is counter-productive. However, it is important that children and young people develop the skills to put their point across in a clear and respectful manner and that the teacher is able to manage the learning situation to support all to feel safe and learn.

Responding to micro-aggressions using the ACTION framework

<https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>

Whether we are the observer, the target, or the unintentional 'perpetrator' of micro-aggressions, we may not know how to respond to them in the moment. Common reactions are to feel 'frozen' (if the observer) or defensive (if the target or 'perpetrator'). How we respond can have an immediate effect on students and the learning environment. Certain practices can increase the likelihood of maintaining a supportive climate. One of these is the **ACTION** communication framework (Cheung, Ganote and Souza, 2016).

ACTION Framework

Ask clarifying questions to assist with understanding intentions.

"I want to make sure that I understand what you were saying. Were you saying that...?"

Come from curiosity not judgement.

○ Listen actively and openly to their response.

○ If they disagree with your paraphrase and clarify a different meaning, you could end the conversation. If you suspect they are trying to "cover their tracks," you may consider making a statement about the initial comment to encourage learning.

"I'm glad to hear I misunderstood you, because, as you know, such comments can be..."

○ If they agree with your paraphrase, explore their intent behind making the comment.

"Can you tell me what you were hoping to communicate with that comment?"

"Can you please help me understand what you meant by that?"

Tell what you observed as problematic in a factual manner.

"I noticed that . . ."

Impact exploration: ask for, and/or state, the potential impact of such a statement or action on others.

"What do you think people think when they hear that type of comment?"

"As you know, everything speaks. What message do you think such a comment sends?"

“What impact do you think that comment could have on ...”

Own your own thoughts and feelings around the impact.

“When I hear your comment, I think/feel...”

“Many people might take that comment to mean...”

“In my experience, that comment can perpetuate negative stereotypes and assumptions about... I would like to think that is not your intent.”

Next steps: Request appropriate action be taken.

“Our class is a learning community, and such comments make it difficult for us to focus on learning because people feel offended. So I am going to ask you to refrain from stating your thoughts in that manner in the future. Can you do that please?”

“I encourage you to revisit your view on X as we discuss these issues more in class.”

“I’d appreciate it if you’d consider using a different term because it is inconsistent with our course agreement regarding X...”

With practice, the ACTION framework can become a tool to organize your thoughts and unpack the micro-aggression in a way that addresses the situation and cools down tension. In this way, we can engage thoughtfully and purposively in strategies that maintain a positive climate that is conducive to learning and at the same time, model the skills needed to respond to micro-aggressions in any context.

REFERENCE

Harassment and Victimisation (Equality Act 2010)

Harassment related to a protected characteristic is unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- Violating a child, young person’s dignity or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for the child or young person

The word ‘unwanted’ means ‘unwelcome’ or ‘uninvited’. It is not necessary for the child or young person to say that they object to the behaviour for it to be unwanted.

Victimisation is defined in the Equality Act as:

Treating someone badly because they have done a ‘protected act’ (or because you believe that a person has done or is going to do a protected act).

A protected act is:

- Making a claim or complaint of discrimination (under the Equality Act)
- Helping someone else to make a claim by giving evidence or information
- Making an allegation that you or someone else has breached the Act.
- Doing anything else in connection with the Act.

Direct and Indirect Discrimination (Equality Act 2010)

Direct Discrimination is when you are treated worse than another person or other people because:

- you have a protected characteristic
- someone thinks you have that protected characteristic (known as discrimination by perception)
- you are connected to someone with that protected characteristic (known as discrimination by association)

Indirect discrimination happens when there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and you are disadvantaged as part of

this group. If this happens, the person or organisation applying the policy must show that there is a good reason for it.

A 'policy' can include a practice, a rule or an arrangement. It makes no difference whether anyone intended the policy to disadvantage you or not.

Appendix 10: Bullying and Prejudice-related Incidents Summary 2018-19-20 and 12th August 2020 to 7th April 2021

		Type of Incident										
		Bullying (non-specific) / not known	Racist / race and racism incl. culture	Homophobic / actual or perceived sexual orientation	Disability-related / Disability	Gender-related / sexism and gender	Sectarian or Faith-related / religion or belief	Sectarianism	Of which, relating to Islamophobia	Transgender / gender identity or trans identity		
Primary	Total											
Total 2018-19	464	269	150	30	1	6	2	n/a	0	6		
Total 2019-20	157	81	25	6	0	4	0	0	n/a	0		
Aug-Sep. 20-21	16	2	9	0	0	0	0	0	n/a	0		
Aug-Dec. 20-21	307	94	62	8	0	2	0	0	n/a	3		
Aug-Feb. 20-21	408	125	79	11	0	4	2	0	n/a	3		
Aug-Apr 20-21	492	137	103	16	3	21	2	0	n/a	3		
Secondary												
Total 2018-19	257	169	47	24	7	5	2	n/a	0	3		
Total 2019-20	223	52	51	24	3	4	2	1	n/a	0		
Aug-Sep 20-21	111	6	39	9	2	4	0	0	n/a	2		
Aug-Dec. 20-21	656	87	183	42	11	36	3	0	n/a	3		
Aug-Feb. 20-21	779	95	222	48	11	36	4	0	n/a	7		
Aug-Apr 20-21	856	109	241	52	21	36	4	0	n/a	10		

		Other: please specify	Additional Support Needs	Asylum seeker or refugee status	Body image and physical appearanc e	Care Experienc e	Gypsy/Traveller s	Marriage/civil partnership of parents/carer s or other family members	Mental health	Pregnancy and maternity	Socio- economi c prejudice	Young Carer
Primary												
Total 2018-19		not gathered before 2019-20										
Total 2019-20		33	3	0	5	0	0	0	0	0	0	0
Aug-Sep. 20-21		3	2	0	0	0	0	0	0	0	0	0
Aug-Dec. 20-21		96	28	0	4	5	0	0	5	0	0	0
Aug-Feb. 20-21		122	44	0	7	6	0	0	5	0	0	0
Aug-Apr 20-21		142	44	0	9	6	0	1	5	0	0	0
Secondary												
Total 2018-29		not gathered before 2019-20										
Total 2019-20		47	13	1	23	0	0	0	1	0	1	0
Aug-Sep. 20-21		17	5	1	17	0	0	0	2	0	7	0
Aug-Dec 20-21		147	13	1	119	0	0	0	2	0	9	0
Aug-Feb. 20-21		202	19	1	123	0	0	0	2	0	9	0
Aug.-Apr 20-21		224	20	1	125	2	0	0	2	0	9	0

In session 2018-19, the last year of manual recording, there was a total of 464 recorded incidents in primary schools. Of these, 150 (32%) were based on race and 30 (6.5%) were based on sexual orientation. The remaining incidents based on identified categories included disability, sexism and gender, religion/belief, gender identity or trans identity. In secondary schools, there was a total of 257 recorded incidents. Of these, 47 (18%) were based on race and 24 (9%) were based on sexual orientation

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 and we will gather this data retrospectively. 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, 13% fewer than in 2018-19 which, taking into account the period of school closures, would indicate an increase in incidents compared with the previous year. 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 the current school session to date (12th August to 7th April 2021), 492 incidents have been recorded in primary and 856 in secondary. Of the 492 recorded incidents in primary, 103 (21%) were based on race, 44 (9%) on additional support needs, 16 (3%) on actual or perceived sexual orientation. 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 856 incidents recorded in secondary, 241 (28%) were based on race, 125 (15%) on body image/physical appearance, 52 (6%) on sexual orientation, and 36 (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.

Note: From session 2019-20, with the introduction of the SEEMiS Bullying and Equalities module, for each incident, there is a record for each child/young person experiencing the bullying/prejudice and each child/young person displaying the bullying/prejudice. This means that every incident of bullying/prejudice can show as multiple records for a given category (e.g. race/racism, sexual orientation etc.). Therefore, the figures from 2019-20 onwards cannot be compared directly with those recorded in earlier years.