

SCIENNES PRIMARY SCHOOL



Speaking Up & Speaking Out

Preventing and Responding to Bullying and Prejudice

Updated 2025

Speaking Up and Out at Sciennes:

Preventing and Responding to Bullying and Prejudice

PURPOSE AND SCOPE

The 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 has been devised in consultation with staff, parent and pupil groups, including Pupil Equalities Group and Parent Council. It follows the City of Edinburgh Council's Communities and Families Procedure on 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' (2022) 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.

DEFINITION: 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". (respectme 2015)

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 message online or posting an abusive comment on social media.
- Targeting someone because of who they are or who they are perceived to be.

OUR SCHOOL, OUR VALUES

At Sciennes Primary School we want all children to grow up to be Loved, Safe and Respected.

Our school motto is BELIEVE ACHIEVE and our School Values are **Respect, Inclusion, Teamwork and Effort**.

As a school community, we aim to provide a safe environment free from discrimination.

We will

- promote positive relationships based on mutual respect,
- actively foster communication with and between children, families and staff,
- create a safe nurturing environment which recognises that our behaviour affects others,
- ensure fairness of treatment for all, inclusive of all protected characteristics,
- assess and meet children's needs with the aim of finding solutions,
- challenge inequality and work actively towards eliminating all forms of bullying, prejudice and discrimination.

CHILDREN'S RIGHTS

At Sciennes Primary, we promote inclusion by taking account of neurodiversity and additional support needs. We respect the rights of all children.

The Rights-Respecting values are embedded to ensure that all pupils are aware of and learn about their human rights through lessons, events, assemblies and displays.

As a school, we are committed to children's rights and promoting learner' responsibilities as responsible citizens. We are one of very few schools to achieve a Gold Rights Respecting School Award twice. Each of our classrooms displays a Class Charter based on the UNCRC. We hold the LGBTQ+ Silver Charter's School Award which is the highest that can be achieved by a primary school. We have Pupil Ambassadors for Equalities and entered into a partnership with SCOTDEC to strengthen our approach to anti-racist education.

As a twice awarded Gold Rights Respecting School, our policy 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.

PROMOTING EQUALITY THROUGH OUR CURRICULUM

Through the Curriculum for Excellence, we aim to raise awareness about inclusion, equalities and speaking up, speaking out. We

- deliver an inclusive curriculum that reflects all identities.
- challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language.
- provide age-appropriate reading materials and resources that positively reflect and represent diversity.
- promote empathy in young people as confident individuals and foster resilience
- deliver the NSPCC's Speak Out programme annually in Assemblies and class lessons
- communicate whole school messages via our 'It's Me, Ms McGhee' weekly video, Assemblies and Pupil Voice groups.
- update displays and posters regularly to remind pupils that bullying, prejudice and discrimination are not acceptable.
- empower children to recognise if they or someone they know is being bullied or experiencing prejudice.
- enable our Pupil Equalities Group to support the school's work on prevention of bullying, prejudice and discrimination.
- ensure bullying, prejudice and discrimination and other equality-related issues are a standing items at the SLT Contacts meetings and on our Pupil Equalities Group agenda.
- carry out regular surveys to evaluate ethos and health and wellbeing in the school.
- hold anti-bullying Assemblies and discuss bullying during HWB and RSHP lessons.
- work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos.
- promote positive relationships and friendships through our successful buddy system.
- offer regular training to increase staff awareness and understanding of all forms of bullying, prejudice and discrimination as well as to develop skills in restorative practice.

As part of our Curriculum, we have a range of approaches which focus on raising self-esteem, building resilience and managing emotions and relationships. For example:

EMOTION TALKS

Our Emotion Talks programme helps children to learn and talk about their emotions. There are six areas of learning within the comprehensive programme – emotion words, triggers, body, behaviour,

regulation and intensity. Each is designed to build the children's knowledge and understanding of emotional behaviours and regulation.

A 'chatboard' is used as a tool in class activities and also with individuals or groups to help unpick specific behavioural events and situations.

Emotion Talks workshops for parents have been held to support families at home and to increase the understanding between home and school.

Our children are encouraged to talk openly with staff. 'Bubble Time' and other similar classroom systems ensure that pupils can have access to private, one-to-one time with their teachers when required.

BUILDING RESILIENCE

The City of Edinburgh's Health and Wellbeing 'Building Resilience' programme promotes the development of knowledge and understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future. It is used school wide, from P1—P7.

The programme provides practical strategies to help pupils cope with the ups and downs of their everyday lives and tools they can use when they experience difficulties, frustrations and challenging times. Its twelve units are covered in rotation - four per year across three years

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and include 'Talk Things Over', 'Be Kind to Others' and 'Respect Yourself.'

ZONES OF REGULATION

The "Zones of Regulation" programme is a social-emotional learning curriculum that helps children understand and manage their emotions using a colour-coded system (organised into Blue, Green, Yellow, Red Zones). Children learn to identify their emotional state, understand its cause and develop specific coping strategies to return to the optimal, Green Zone for learning and functioning effectively.

As part of our curriculum, we support our children and provide them with strategies to develop independence in dealing with problems.

PREVENTION

STEPPING UP

Our learners are taught Three Steps for dealing with problems. The steps provide children with a way of managing their disagreements as well as knowing where and when they should ask for help.

Children know they can escalate straight to Step Three in more serious incidents such as physical violence, racism, spitting, biting.



“Stop!” name the behaviour “I don’t like it.”



Give a warning



Speak up and speak out to an adult.

FINDING SOLUTIONS

We understand that there are times when children will require support and, as a community of adults, we recognise our crucial role in supporting our learners to find resolution.

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 also recognise that the child displaying bullying behaviours may require support.

RESTORATIVE APPROACHES

At Sciennes, we use positive behaviour approaches and children are encouraged to regulate their own behaviour and learning.

Experience has shown that Restorative Approaches provide a useful and effective way of responding.

Regular use of these approaches helps to develop children's understanding of the consequences of behaviour and *reduce its frequency and severity*.

Restorative Approaches are based on four key features:

RESPECT for everyone by listening to other opinions and learning to value them.

RESPONSIBILITY taking responsibility for our own actions.

REPAIR developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure that behaviours are not repeated.

INTEGRATION working through a structured, supportive process that aims to solve the problem

By using Restorative Approaches the children will:

- develop truth telling skills, responsibility and accountability.
- learn about the real impact of actions, consequences.
- be able to make amends, show remorse, change behaviour, agree a way forward.

Our approach to preventing, solving and restoring relationships supports children to identify, name and resolve issues.

SUPPORT

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 and confirm they have done the right thing by speaking up.
- We explore what happened and who was involved
- We discuss feelings and strategies for being safe and staying safe.
- We affirm that the bullying can be stopped and that we will persist until it does.
- We reassure by identifying and naming the behaviour that is not okay/not allowed.
- We involve the child in making choices about how the matter could be resolved.
- We determine what support is needed to support the child's wellbeing.
- We say clearly what will happen next and that we will update them on progress.
- We ask them to report any further incidents to us straight away.
- When the incident has been resolved, we monitor to check that bullying has not recurred.

What happens next?

- The member of staff who receives the concern will record the issue on a contact, incident or Wellbeing Concern form.
- The form will be given to a member of the senior leadership team who will discuss and action next steps.
- Further investigation will be done by the designated member of senior leadership team. This may involve:
 - speaking with the children or young people involved and any witnesses.
 - speaking with families.
 - seeking advice from partner services and relevant organisations.

At all times, child protection procedures and/or Risk Management procedures are followed, as necessary.

Our work with children 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 will be treated fairly and consistently. Actions should be proportionate and appropriate to the age and stage of the child and to the incident (see below).

- We affirm the rights of all pupils to speak up about bullying, prejudice and discrimination.
- We explore what happened and who was involved
- We discuss feelings and take time to discover the reasons for their behaviour.
- We reinforce the message that bullying, prejudice and discrimination are not okay and not allowed in our school.
- We affirm that we expect the bullying to stop and we will persist until it does.
- We identify and name the behaviour which is not okay/not allowed.
- We seek a commitment to stop bullying.
- We involve the child in making choices about how the matter could be resolved.
- We determine what support is needed to support the child's wellbeing.
- 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.
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What happens next

- We contact the families of those involved.
- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We consider what support the pupil needs and whether other referrals are required,
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime) we report this to Police Scotland through the School Link Officer.
- In the case of serious hate incidents, we seek advice from the School Link Officer.
- We advise pupils that we check to ensure that the behaviour stops.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

Targeted Support

- Restorative meetings
- Wellbeing check ins
- Participation in social and emotional groups
- Engagement with play therapy or counselling
- Individual or group work led by Sciennes' staff
- Working together with the children's families
- Empowering children and providing them with a toolkit of strategies
- Physical separation of person/people presenting bullying, prejudiced or discriminatory behaviour, where necessary and possible
- 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).

Other necessary action

- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), the designated member of senior leadership team will report this to Police Scotland or Social Care Direct as required.
- In the case of hate incidents, the designated member of the senior leadership team will seek advice from Police Scotland or Social Care Direct.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action.
- 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 who reported bullying, prejudice or discrimination as well as their family and relevant staff.

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.

RESPONSIBILITIES IN REPORTING BULLYING, PREJUDICE AND DISCRIMINATION

The Head Teacher is responsible for the introduction and implementation of this strategy. However, all staff, children and their families must play an active part in following the guidance and putting it into practice.

All staff are expected to be pro-active, to treat all allegations seriously and to refer incidents or concerns to the Senior Leadership Team.

The Senior Leadership Team is responsible for ensuring that all allegations are reported and recorded and will

- share information during Senior Leadership Team Contacts meetings,
- record information in line with our recording, sharing and storing information procedures
- plan future actions and follow up on outcomes
- 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 speak up and speak out so that everyone feels safe and no one feels excluded by:

- reporting all incidents and suspected incidents of any type of bullying, discrimination or prejudice to a member of staff, where it is safe for them to do so

If a child is unable to speak to a member of staff, they can contact a trusted adult over 18 or an external organisation for advice and support, e.g. Childline 0800 1111

All school staff are required to be pro-active in implementing this procedure. Staff will

- treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
- record any incidents on a contact, incident or Wellbeing Concern form
- inform the Senior Leadership Team of all incidents.
- seek to address incidents, working together with SLT and families where appropriate

RECORDING

All staff are responsible for recording information on a contact, incident or wellbeing Concern form.

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)

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.

At Sciennes, we follow our recording, storing and sharing information procedure.

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

The designated member of senior leadership team/Equalities Co-ordinator will record all incidents in the Bullying and Equalities module in SEEMIS.

Parents/carers are asked to work collaboratively and respectfully with work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to tackle bullying, discrimination and prejudice. Families will

- encourage their children to be positive members of the Sciennes' community.
- be made 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/>)
- speak to any member of staff (the class teacher, or member of the Senior Leadership Team) if they have any concerns about bullying, discrimination and prejudice at the time of the incident or as soon as possible thereafter.
- monitor closely their child's use of digital devices and intervene if it is suspected that these are being used inappropriately.
- Understand that we seek to address the experiences and needs of all children who experience or present bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and support.
- speak to the Headteacher 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.

Online bullying and bullying outside the school premises

Families

We know that bullying, prejudice and discrimination can occur outside the school gates and via digital devices and social media. 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 outwith the school premises we will:

- Talk to pupils about how to avoid or handle these incidents outside of school.
- Talk to the Headteacher 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

COMMUNICATING THIS PROCEDURE

We will revisit our anti-bullying procedure this session with all stakeholders. This procedure is available on the school website. Posters created by our Pupil Equalities Group will be on display around the school advising pupils how they can report bullying, discrimination and prejudice, or seek confidential help. This procedure is also reinforced through HWB and RSHP lessons 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 Headteacher 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 **Education Advice and Complaints 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

We will evaluate the effectiveness of this procedure on an annual basis, reviewing the number 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, focus groups and the City of Edinburgh Council P3-P7 pupil wellbeing questionnaire. Feedback received from parents is also taken into consideration. The procedure will be reviewed formally every three years.

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 LGBT, because they have LGBT 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

Supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to protected characteristics in the Equality Act 2010.

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
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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 – is this part of the bigger policy or is this ours? Too much.....

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.
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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 do 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 to 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 you 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. 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.

MOVE TO DEFINITIONS appendix or to the beginning under what is bullying?

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 to any of the nine protected characteristics: age; disability; race; religion or belief; marriage and civil partnership; gender re-assignment; pregnancy and maternity; sex; sexual orientation;

Note: In relation to the education of children and young people, the protected characteristics of age, marriage and 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 Hate Crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity. All potential hate crimes should be reported to Police Scotland through the School Link Officer.

A hate incident is any non-crime incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on any of the above characteristics. In the case of serious hate incidents, the designated member of staff / Equality Co-ordinator should seek advice from the School Link Officer.