

Anti-Bullying Policy

Revised 2022 in conjunction with
RespectMe Reward



"Newmains Primary School C.A.R.E.S"



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UNCRC's Convention on the Rights of the Child

The UN Convention on the Rights of the Child is a core international human rights instrument which states that all children have the same rights as adults. The tables below set out these rights as described by UNCRC.

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>
 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
 <p>43-54 HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



A child is any person under the age of 18.



All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



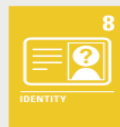
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



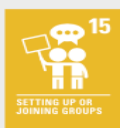
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



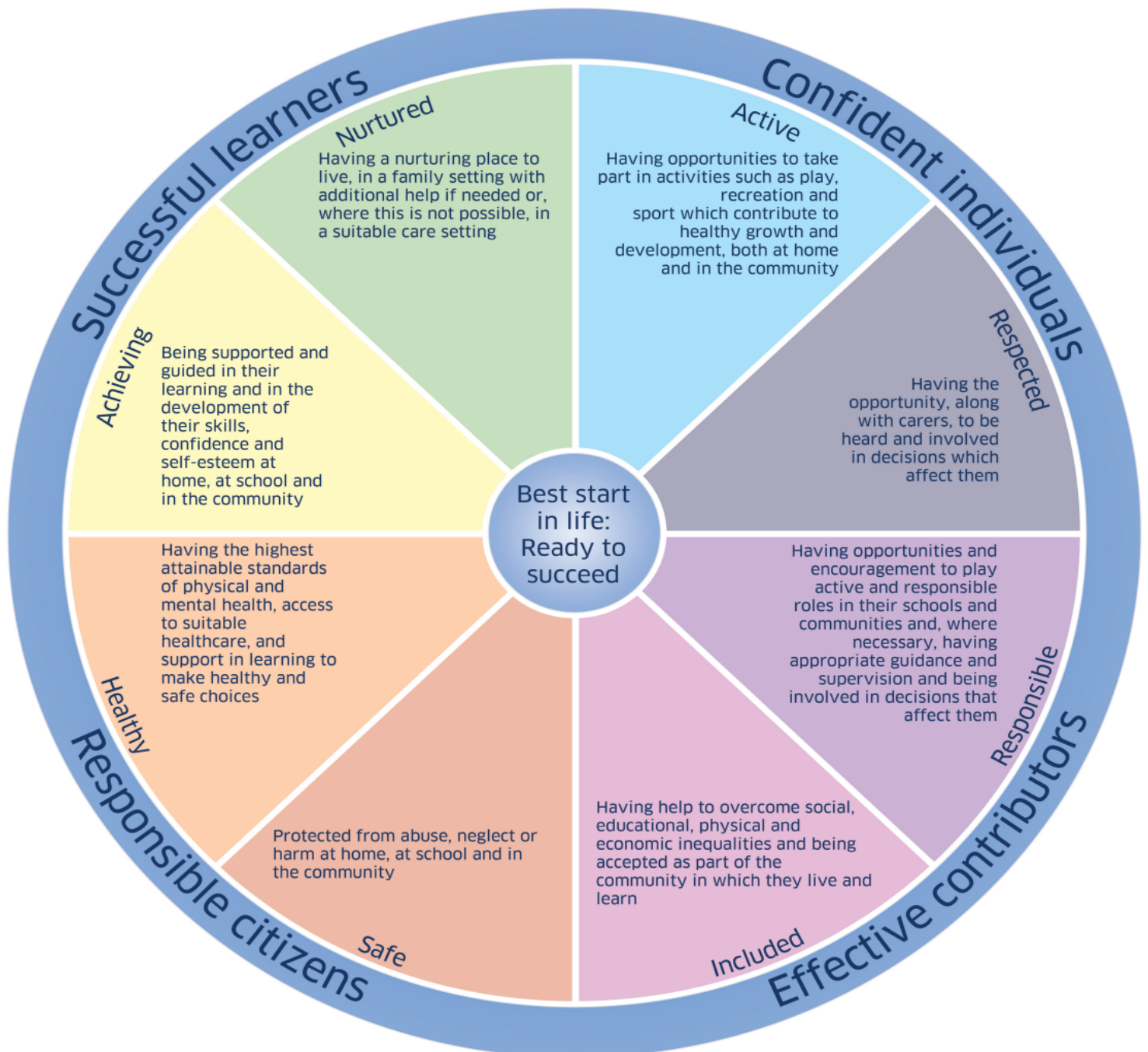
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

Getting it Right for Every Child

The Scottish Government wants Scotland to become the best place in the world for a child to grow up and that children's rights are central to three of Scotland's national outcomes:

- We grow up loved, safe and respected so we can realise our full potential
- We are well educated, skilled and able to contribute to society
- We respect, protect and fulfil human rights and live free from discrimination.

Getting it Right for Every Child (GIRFEC) is Scotland's approach to improving outcomes and wellbeing. The indicators of wellbeing, safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI) are embedded in Newmains Primary School via the curriculum, assemblies and our values and ethos. The wellbeing indicators are detailed below:





"Bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination."

Respect for All: national approach to Anti-Bullying Scottish Government

Respect for All is underpinned by the values of:

- Fairness
- Respect
- Equality
- Inclusion

Respect for All has a shared vision to prevent bullying:

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;
- children and young people and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- every child and young person who requires help will know who can help them and what support is available; and
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

Respect for All recognises the power of relationships, "**We will promote positive relationships and behaviours amongst all children and young people and adults around them.**"

Respect for All recognises the need to develop a culture of "**mutual respect and responsibility amongst all children and young people and adults around them.**"

Respect for All seeks to "**understand the experiences, and address the needs of children and young people, who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support.**"

North Lanarkshire Council Anti-Bullying Policy

North Lanarkshire's Anti-Bullying policy "Bullying: It's Never Acceptable" was published in 2012 and rolled out to head teachers and followed by a training program which aimed to train a member of staff in each school who in turn would ensure the training needs of staff were upheld. Mr Scott Smith is the trained person at Newmains Primary School.

The council policy sets out to define bullying type behaviours. Newmains Primary School is also committed to dealing with these types of behaviours:

- Being called names, teased or put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or emails
- Being forced to do things against your will
- Being targeted for who you are or who you are perceived to be

The council states that we need to remember that children will tease, fall in and out of friendship with one another and have arguments; this is a normal part of growing up and needs to be distinguished. However, at Newmains Primary School, we do not simply ignore instances like these described and seek to explore and support where deemed necessary, that is, if a young person feels afraid, unsafe or uncomfortable in our school. More information on strategies employed by Newmains Primary School will follow.

Prejudice Based Bullying

Bullying can also be because of prejudice relating to actual or perceived differences which may lead to language or behaviour deemed racist, homophobic, sexist or faith based. Newmains Primary School seeks to challenge this.

The Equality Act 2010 makes it unlawful to discriminate against people with protected characteristics:

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

For more details go to: <https://respectme.org.uk/bullying/prejudice-based-bullying/>

Newmains Primary School Anti-Bullying Policy

New School Values 2021

Newmains Primary School refreshed our school values in 2021 following consultation with the school community:

The school community chose:

- Community
- Achieve
- Respect
- Everyone
- Safe

Newmains



We have promoted these new values through class lessons, assemblies, the House System, and daily interactions. The new values have been a timely reminder for all about the need for positive, respectful attitudes and behaviour.

We understand that bullying is never acceptable and that children have the right to learn in a safe, secure environment.

We use the following definition for 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)

Newmains Primary School is committed to dealing these types of behaviours:

- Being called names, teased or put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or emails
- Being forced to do things against your will
- Being targeted for who you are or who you as perceived to be

Newmains Primary School is committed to ensuring that there is no discrimination based upon:

- Age
- Disability
- Race
- Sex
- Religion or belief
- Sexual orientation
- Care experience

We aim:

- to promote positive relationships throughout the school,
- to have a safe and nurturing environment where pupils feel secure,
- to promote learning as a means to change attitudes that give rise to bullying behaviours,
- to accept that conflict will undoubtedly arise, and in these instances, we will resolve them calmly with the ultimate goal of helping our pupils learn from mistakes.

At Newmains Primary School, we expect our aims and values to be upheld by the full school community – pupils, parents, teaching staff, SMT, ASNAs, visiting services, office staff, dinner hall staff and all others who volunteer/help at Newmains Primary School.

How we plan to achieve these aims:

Newmains Primary School prioritises relationships. This helps to ensure that the young people feel safe and secure and can build up strong and positive connections with their peers and adults. We wish for no child to feel that they cannot approach any adult in our school and tell them about their worries regarding bullying behaviours. We aim to teach social skills and emotional literacy, a deficit of which can be a reason for bullying behaviours. We aim to model positive relationships and adopt a calm approach to dealing with inevitable conflict.

The next section outlines the ethos and teaching within the school that underpins our Anti-Bullying approach.

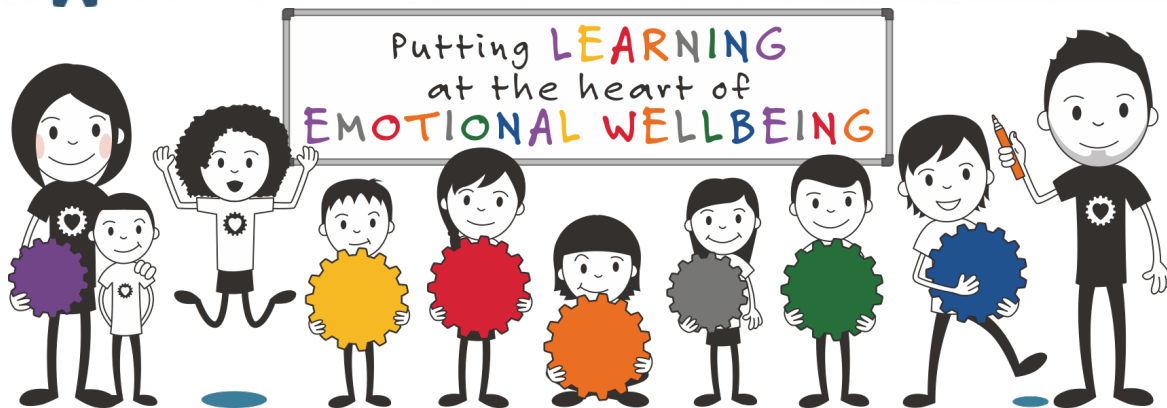
THE SIX PRINCIPLES OF NURTURE

We have embedded the Six Principles of Nurture throughout the school:

This knowledge is essential for working with children who may have missed out in early nurturing experiences and therefore display behaviours which some many see as challenging. We believe that by maintaining nurturing relationships with these children, we are modelling a different way of coping with their distress and building their resilience.




emotion works



Emotion Works is an educational programme designed to improve the emotional literacy of children and help them understand their behaviour in terms of emotions and feelings. The programme focuses on regulation strategies, and we aim to equip our pupils with greater knowledge of triggers, influences and self-regulation techniques which will impact positively on their interactions with their peers and reduce bullying type behaviours.



Following an incident, we use our reflection sheets which are linked to the School Values and Emotion Works and follow restorative practice. The aim is learning from our mistakes.

Newmains

Community

Restorative Questions and Newmains CARES Values

Safe

Respect

(1) From your perspective, what happened?

(2) What were you feeling at the time?

(3) Who has been affected by what happened and how?

(4) What about this has been the hardest for you?

(5) What could be done now to make things as right as possible?



Newmains Primary School is a Rights Respecting School. We achieved our Silver status in 2021 and are currently working towards Gold.

A Rights Respecting School means promoting Global Citizenship.

Through the areas studied, children and young people are involved in raising awareness about social justice issues, at home and abroad.

They become ambassadors for equity and rights and take part in campaigns and activities to help to bring about change.

What is a Rights Respecting School?

Rights Respecting Schools is an initiative run by UNICEF UK based on the UN convention on the Rights of the Child (UNCRC)

It is a series of awards that schools can work towards achieving:

Why do we want to be a Rights Respecting School?

A Rights Respecting School means better relationships.

In a Rights Respecting School, relationships are based on mutual respect; everyone is equal, and everyone's opinion is valued.

What do schools have to do to become a Rights Respecting School?

Achieving any of the Rights Respecting School awards is not just about proving that as a school we have completed a task or covered set criteria.

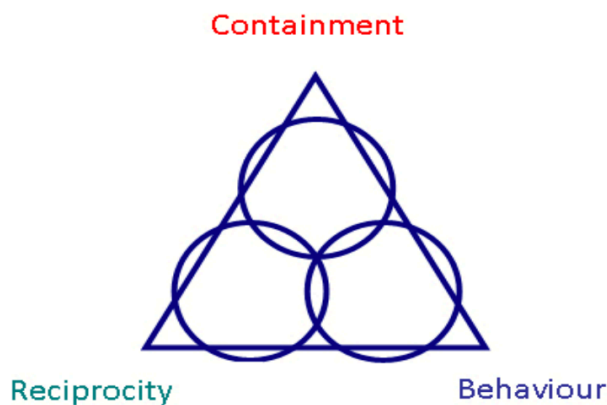
In Newmains Primary, we are committed to placing the rights of the child at the centre of everything we do throughout the school and in all areas of school life.

Together adults, children and the school community learn about children's rights and put them into practice every day.

In Rights Respecting Schools, children's rights are promoted and realised. Adults and children work towards this goal together.



Almost all school staff are trained in the Solihull Approach. The Solihull Approach focuses on relationships, interactions, and an understanding of child development. It helps school staff support the emotional health and wellbeing of the school community by increasing our understanding of behaviour as communication, the qualities of positive interactions and our ability to help an individual when they are distressed. The Approach brings together three theories – Containment, Reciprocity and Behaviour to provide a way of thinking about relationships.



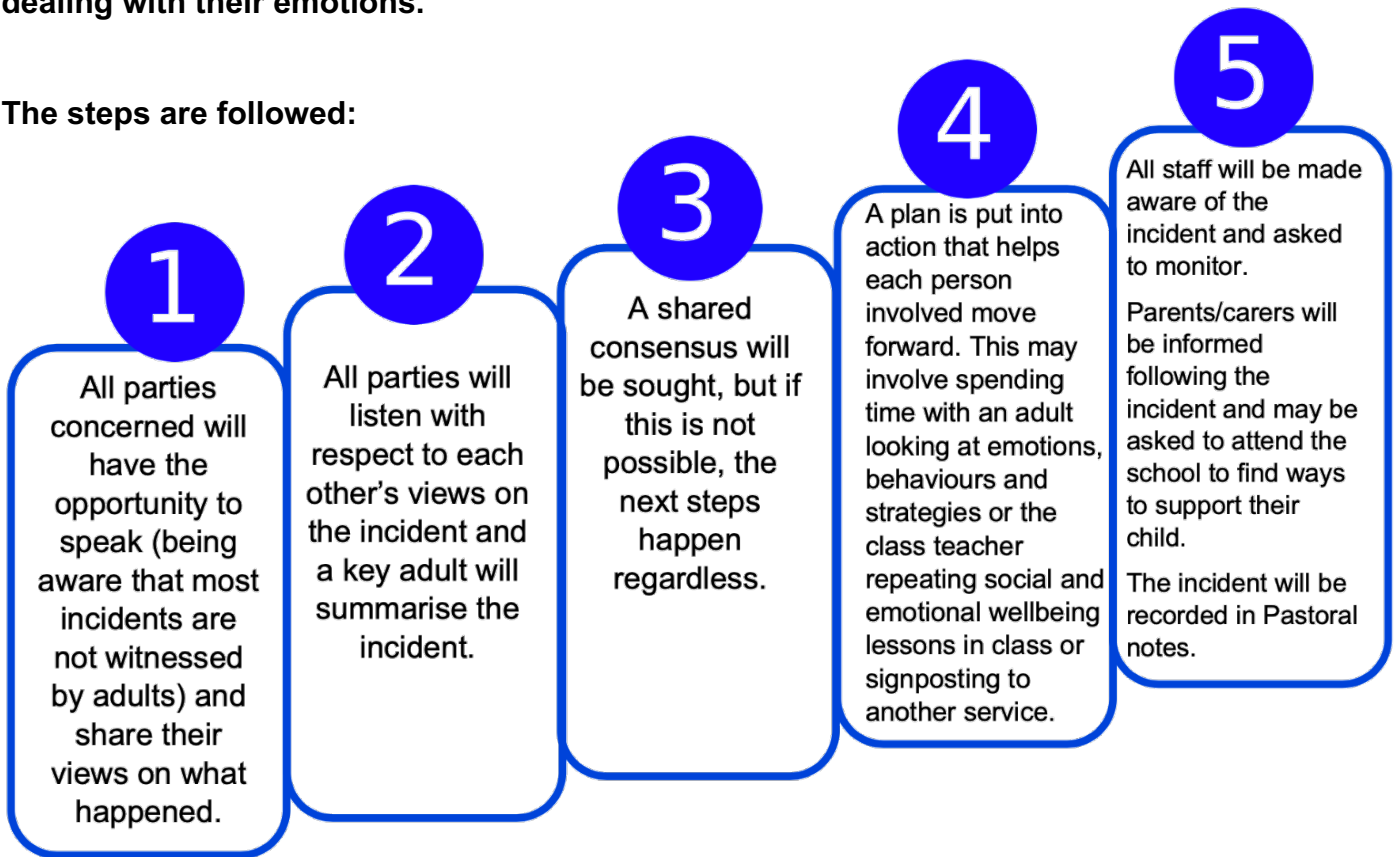
healthySCHOOLS

Newmains Primary School use Healthy Schools Scotland progressive framework to guide our planning and teaching of H&WB. It collates all of the H&WB Experiences and Outcomes and aligns them with the H&WB indicators (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included). We plan learning activities to support mental, social and emotional wellbeing, including Anti-Bullying. One of our focuses includes the social skills and qualities needed to be a good friend, this means that all pupils learn essential social skills of which a deficit of, tends to produce bullying type behaviours. Another focus is online behaviours and we have sought the support from Community Police and North Lanarkshire Council in promoting and educating pupils and families about online safety.

Steps following an incident of bullying:

Our Emotion Works Restorative Practise sheet is used to find out what happened and vital to the process, plan how to help the pupil(s) who experienced the bullying and move forward where the pupil(s) doing the bullying behaviour have learned better ways of dealing with their emotions.

The steps are followed:



Any racist or faith-based incidents, even singular incidents, will be centrally recorded on Seemis in line with NLC policy.

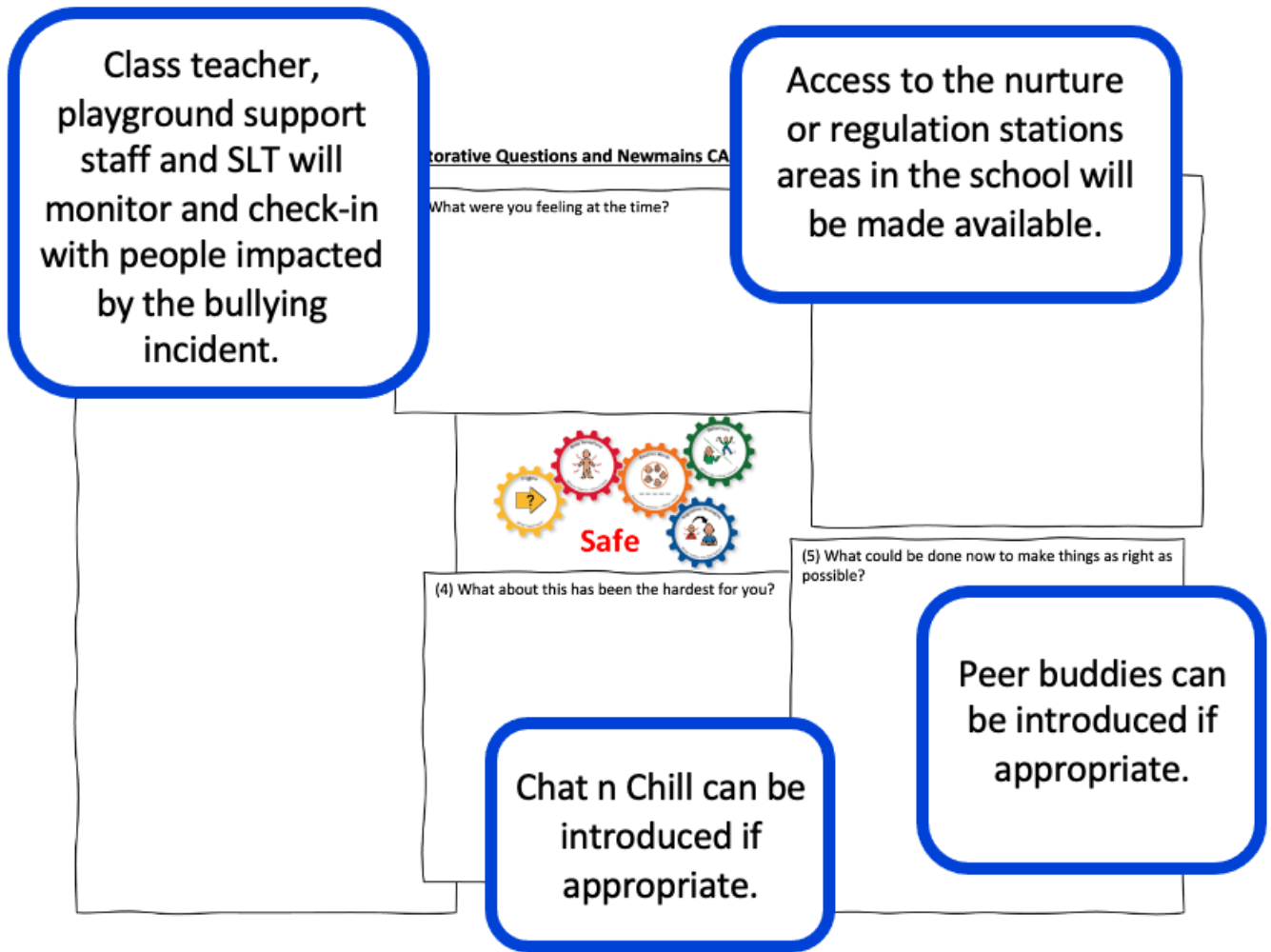
The reality of school life is that conflict will happen. Bullying-type behaviours will occur. They key to changing this is learning. It is essential that pupils learn from their mistakes, plan how to make better choices, choose regulation strategies that work for them when they are feeling overwhelmed by their emotions and use these skills to interact more positively in the future. In most cases, underneath the anger is another emotion



Steps after an incident of bullying:

Each bullying incident is unique, therefore what happens afterwards will change with each incident.

The following graphic is an outline of what can be put into place following a bullying incident.



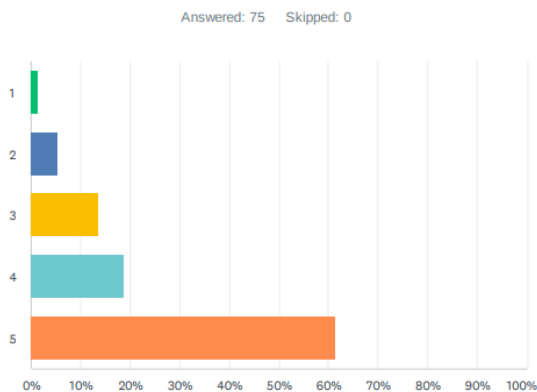
Appendix 1: School Community Consultation conducted by RespectMe.



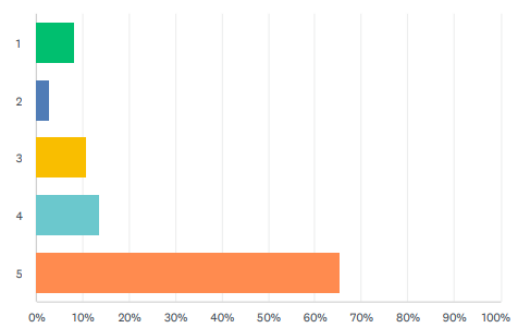
During March, we surveyed Newmains Primary community on bullying.

Pupil results:

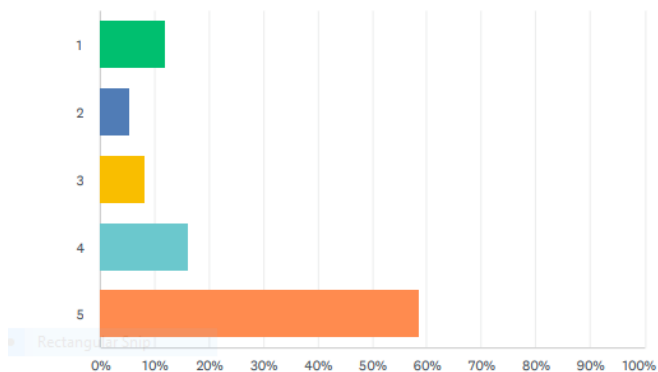
I feel safe in my school or club/setting(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



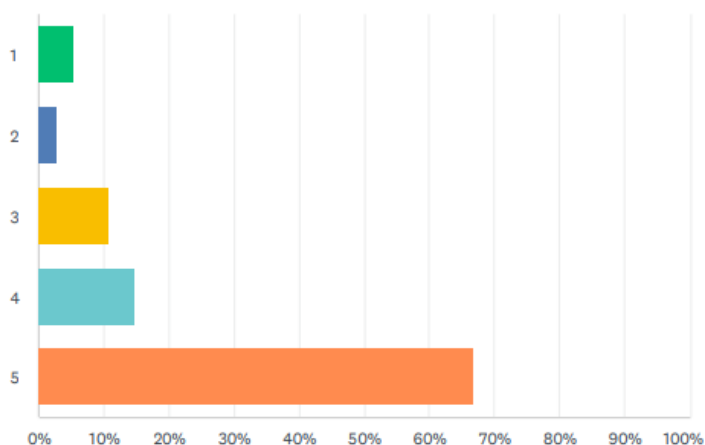
I feel happy in my school or club/setting(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



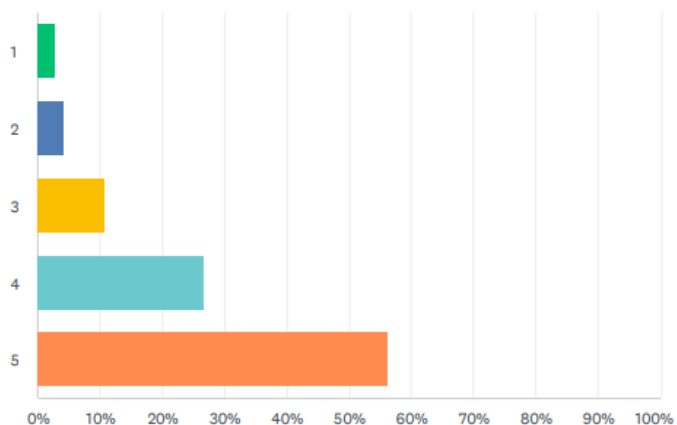
My school/club/setting has good ways to prevent bullying from happening in the first place(Please rank your response on a scale from 1- 5, 1 is Strongly Disagree and 5 is Strongly Agree)



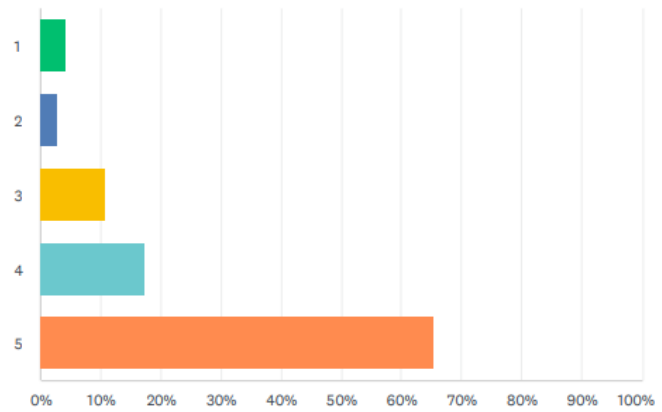
My school/club/setting helps children learn to be kind to others(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



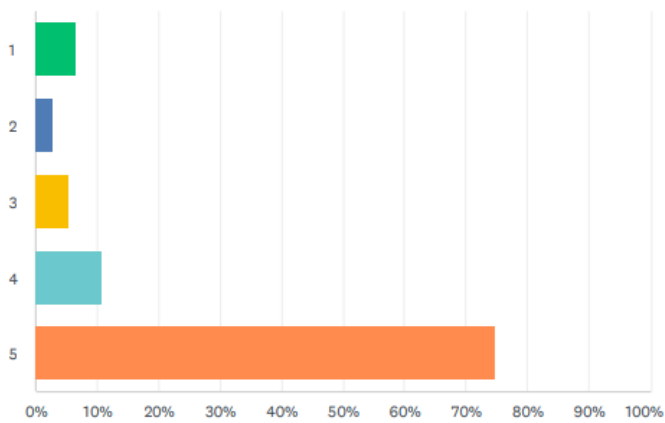
My school/club/setting helps children learn to be friendly to others(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



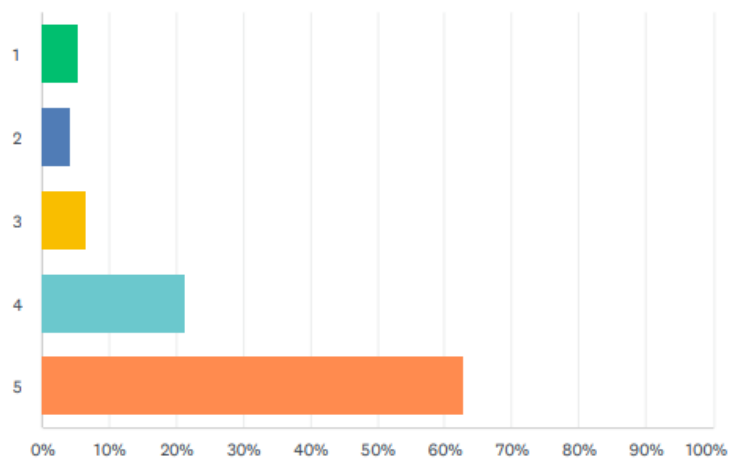
My school/club/setting helps children learn to be fair to others(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



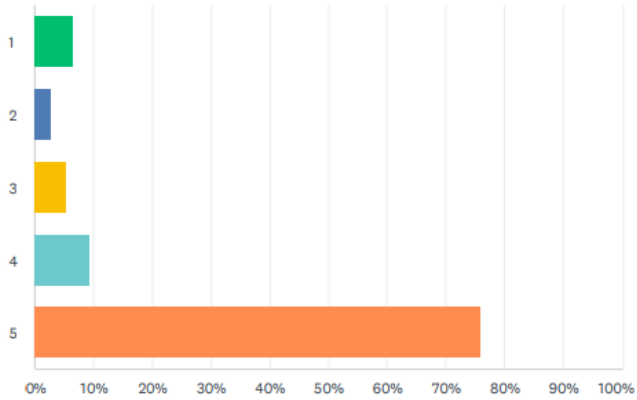
I know what to do if someone else is being bullied(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



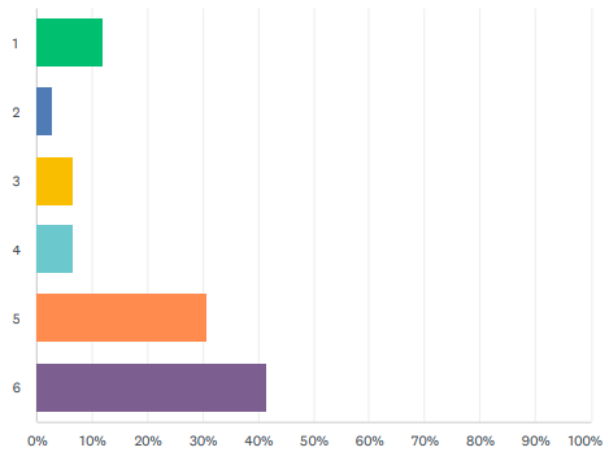
In my school/club/setting I feel my opinion is listened to(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



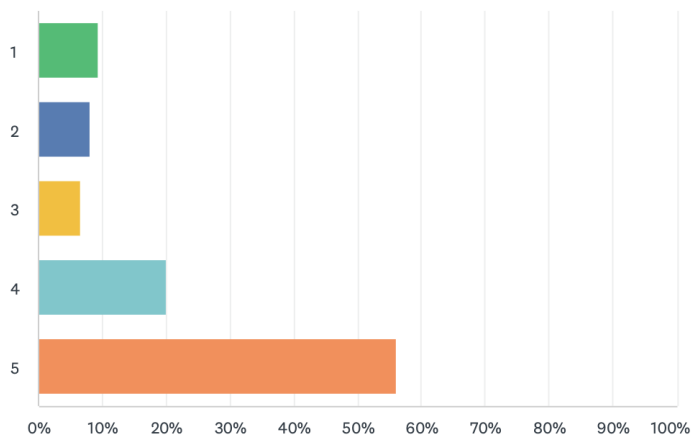
If I was being bullied I know there is an adult who would do something to help(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



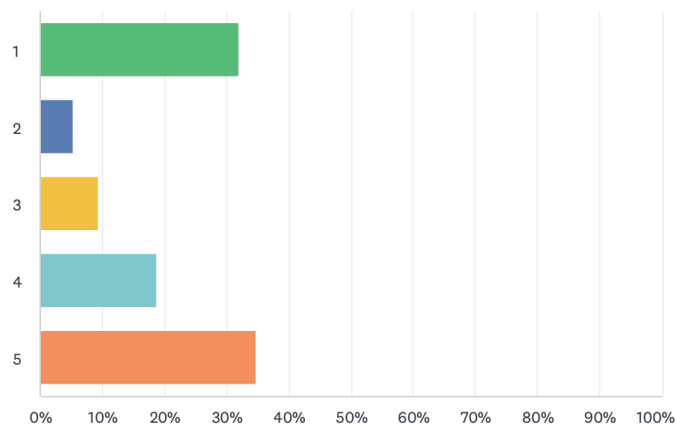
If I was being bullied I know there is an adult who would listen and not just take control away(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



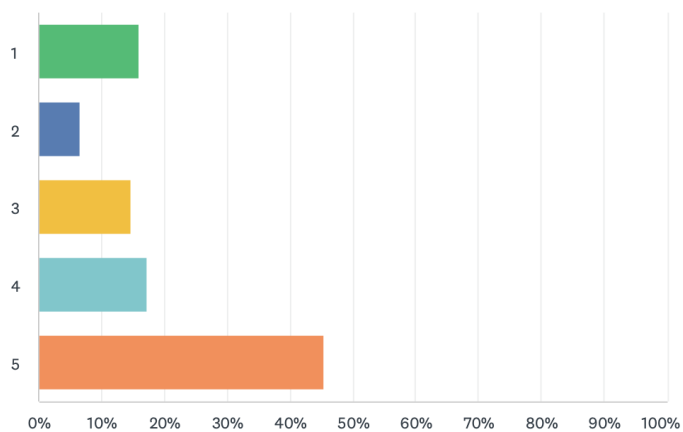
At my school/club/setting we have learned what human dignity means(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



I have noticed, seen or heard bullying behaviour or language that is racist, sexist, homophobic, disablist or derogatory about someone's faith or religion(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)

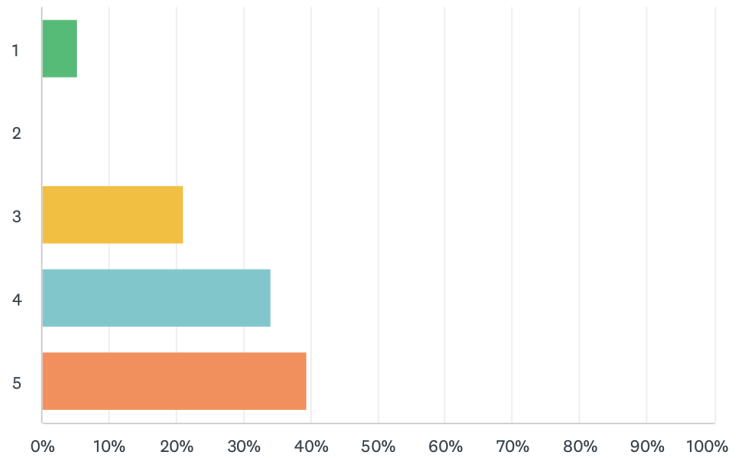


Incidents related to inequalities and/or prejudice-based bullying are effectively acted upon to prevent future occurrences(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)

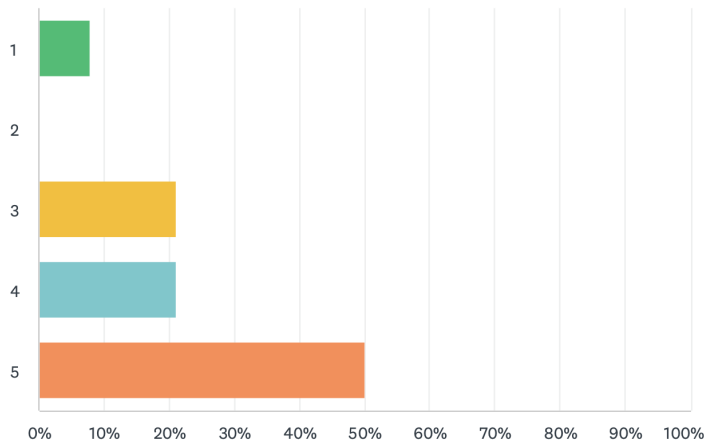


Here are the results from the parent and carer's survey.

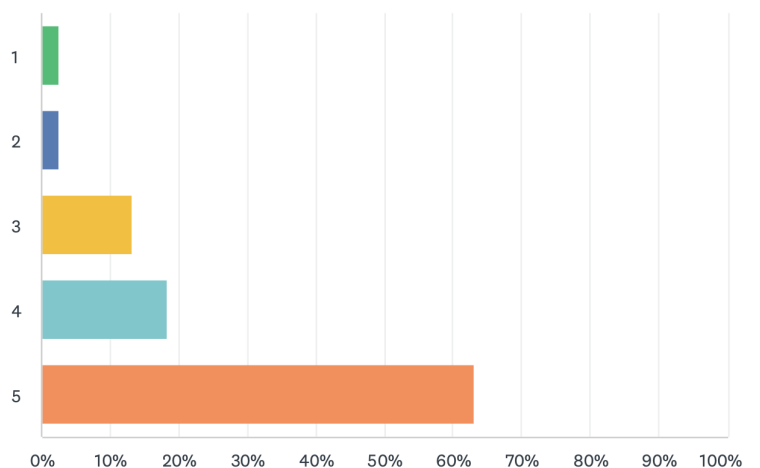
The school or setting enables parents, carers and families to contribute to the life of the school and be involved in anti-bullying policy and practice(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



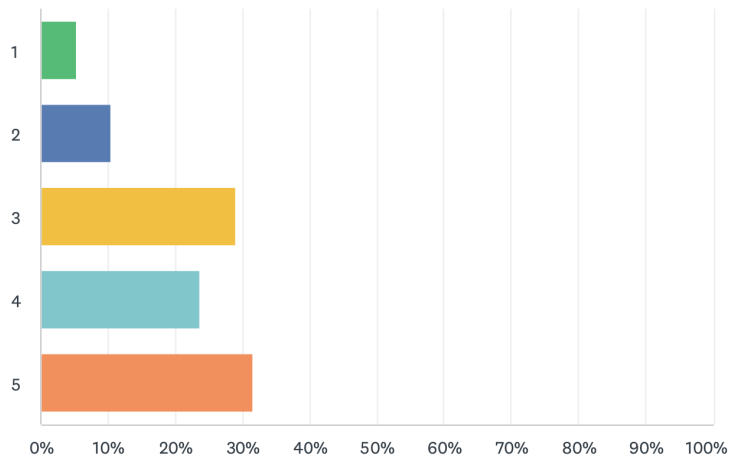
I understand my role in relation to the anti-bullying policy(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



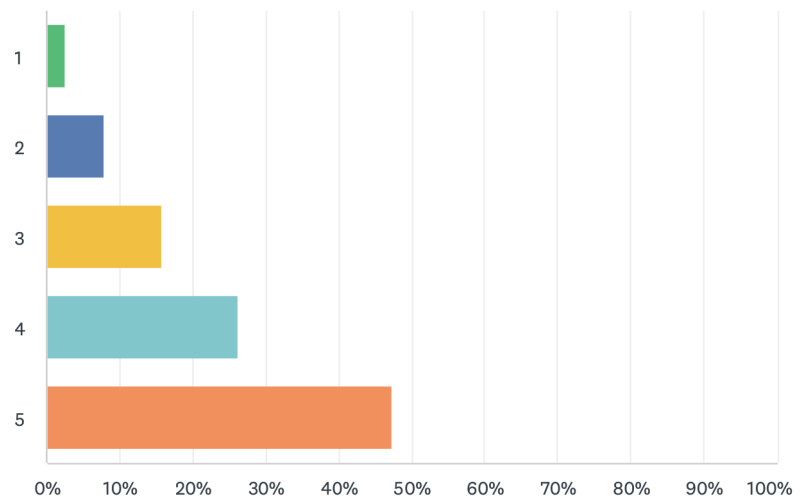
I understand the process of reporting bullying to my school/setting(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



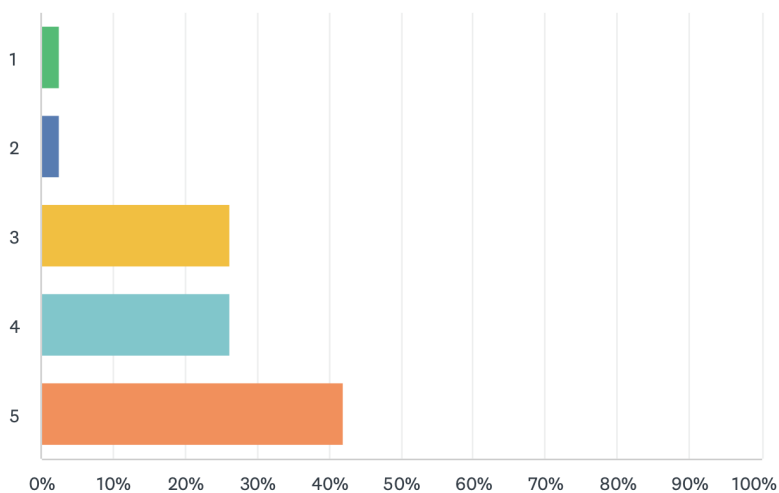
I am satisfied with how a bullying incident is managed in my school/setting(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



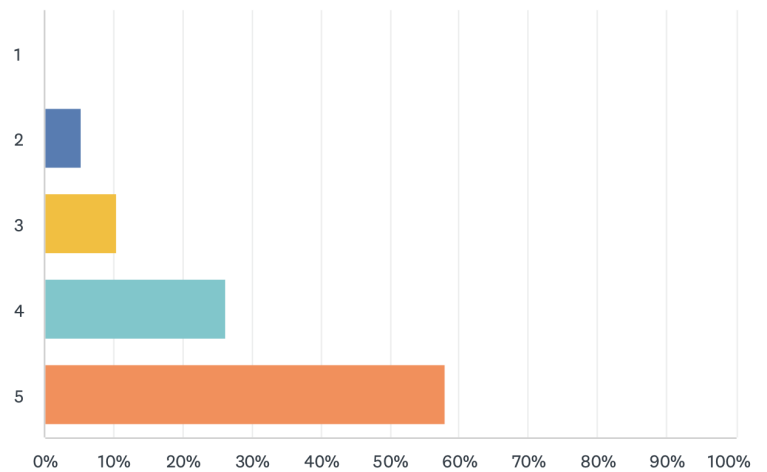
I feel confident in helping my child to resolve bullying situations(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



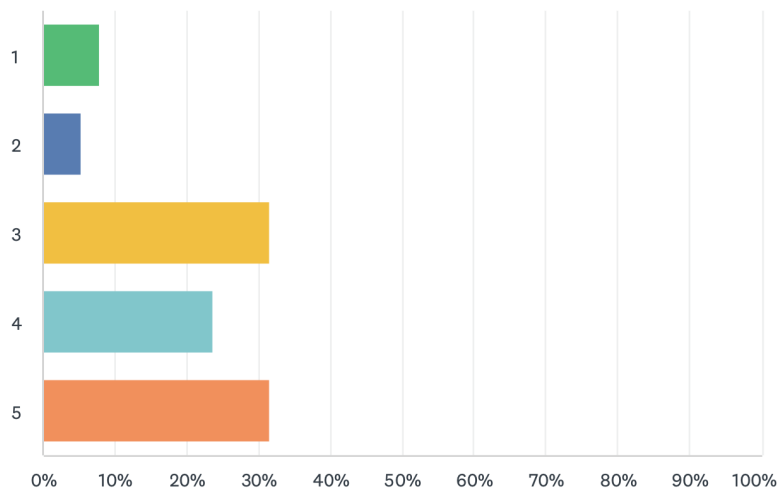
Relationships with parents/carers in my school/setting are characterised by trust and respect(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



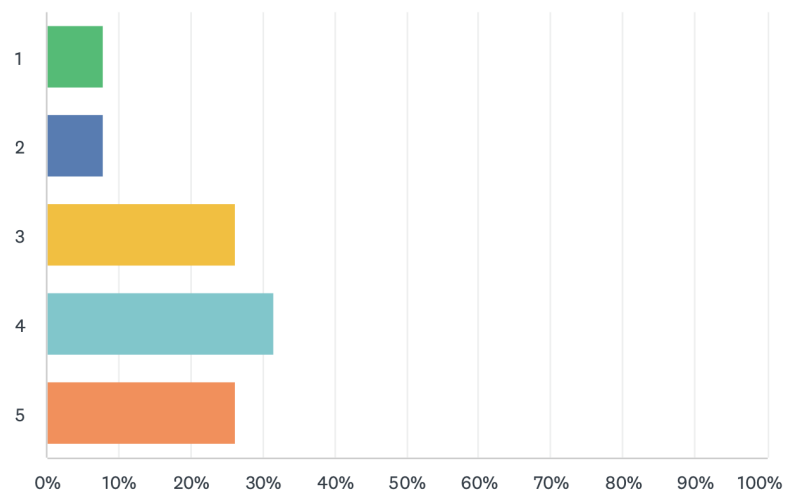
I understand the skills which lead to modelling and promoting positive relationships(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



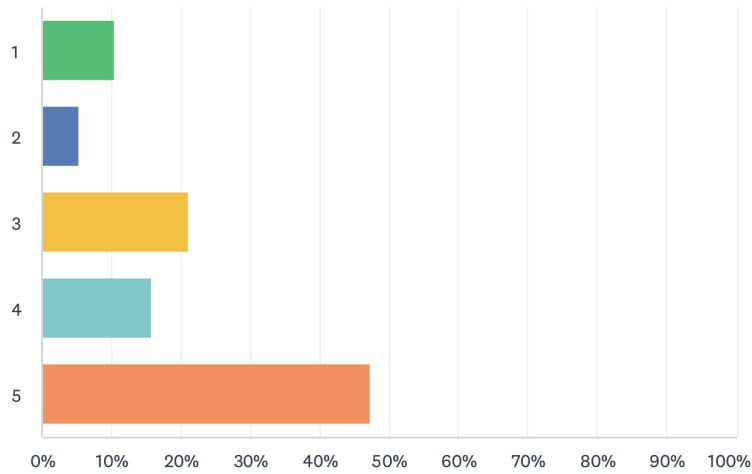
My school/setting supports children and young people to recover if they've been bullied(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



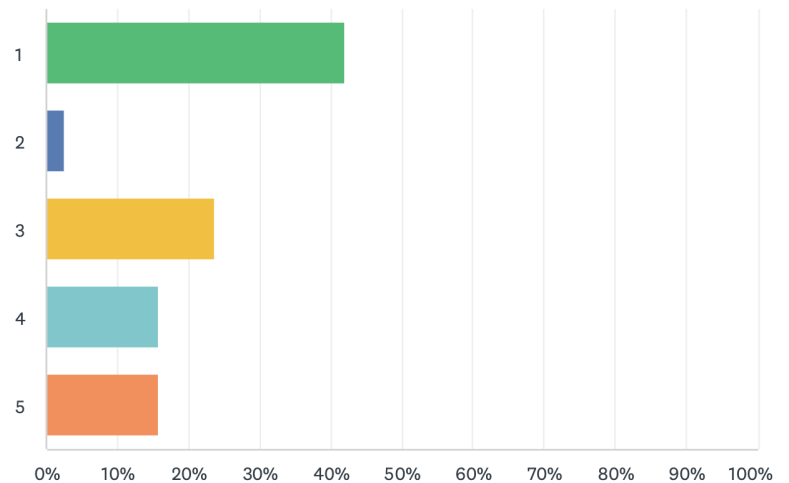
My school/setting supports children and young people who have bullied others to understand and change their behaviour(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



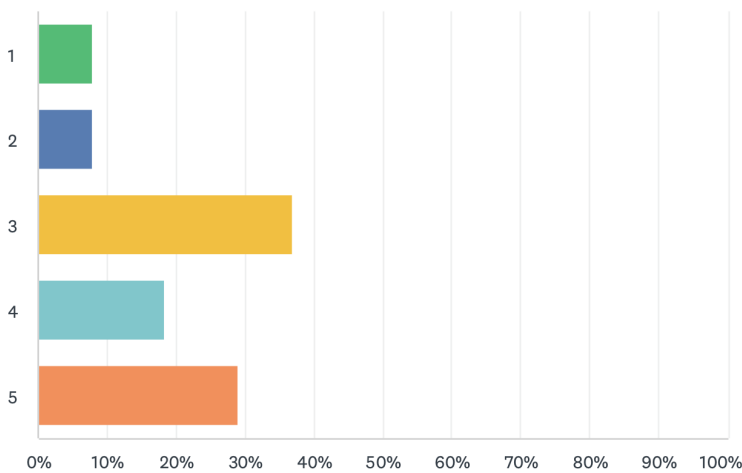
I understand the escalation/complaints procedure open to me(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



I have noticed, seen or heard bullying behaviour or language that is racist, sexist, homophobic, disablist or derogatory about someone's faith or religion(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)

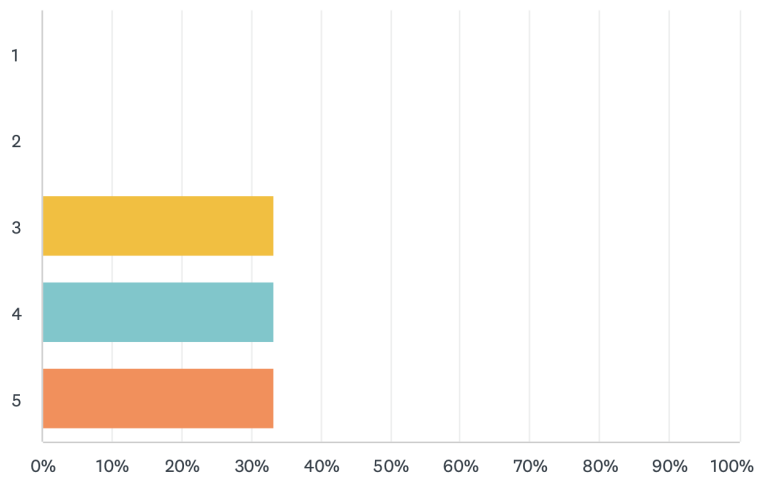


Incidents related to inequalities and/or prejudice-based bullying are effectively acted upon to prevent future occurrences(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)

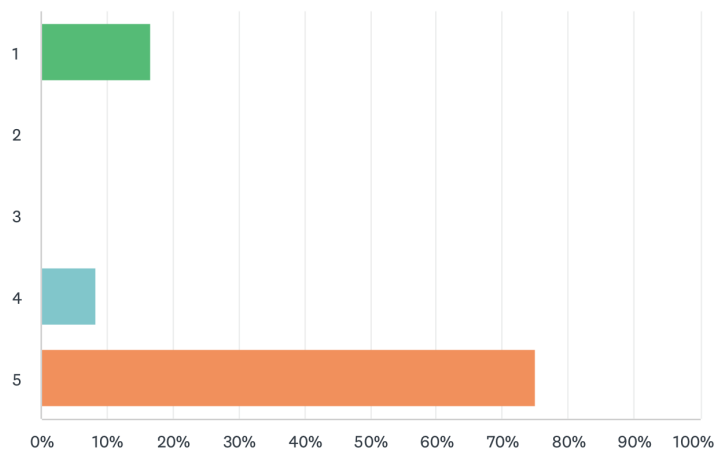


Here are the results from the staff and volunteer's survey.

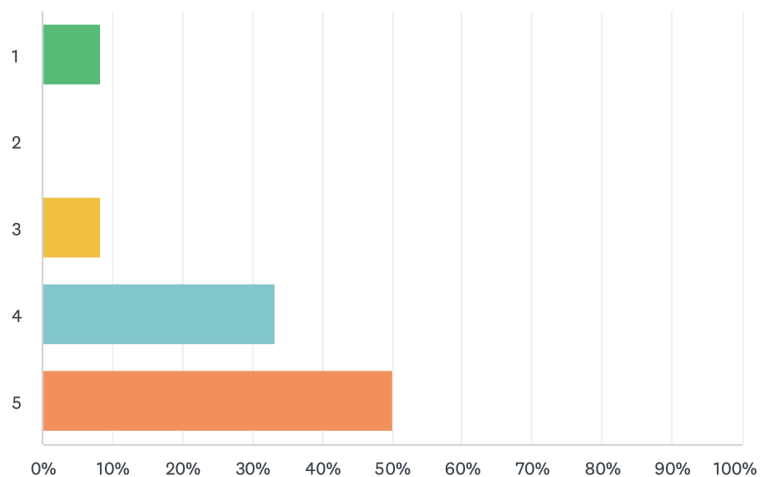
I am familiar with Respect for All – Scotland's national approach to Anti-bullying(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



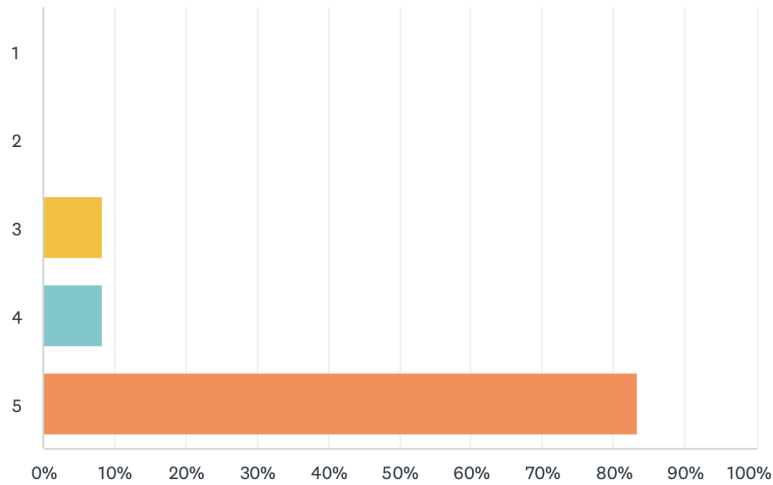
I understand that bullying is a violation of children's rights within the UN Convention on the Rights of the Child(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



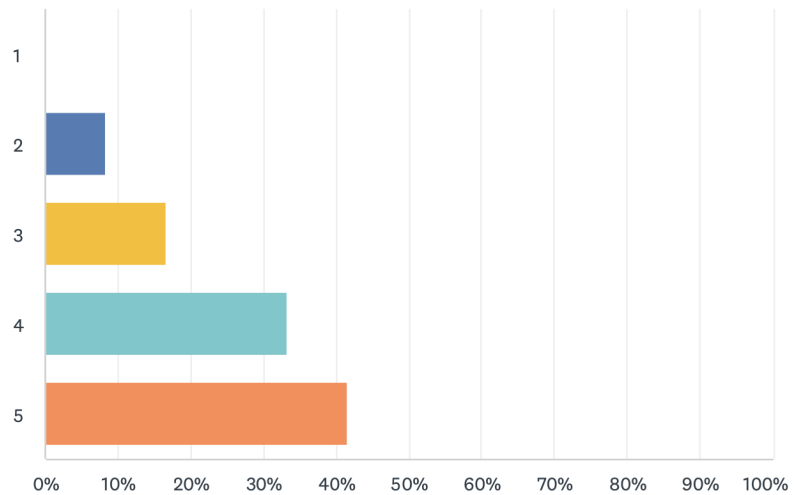
I was involved in my school/setting's anti-bullying policy development(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



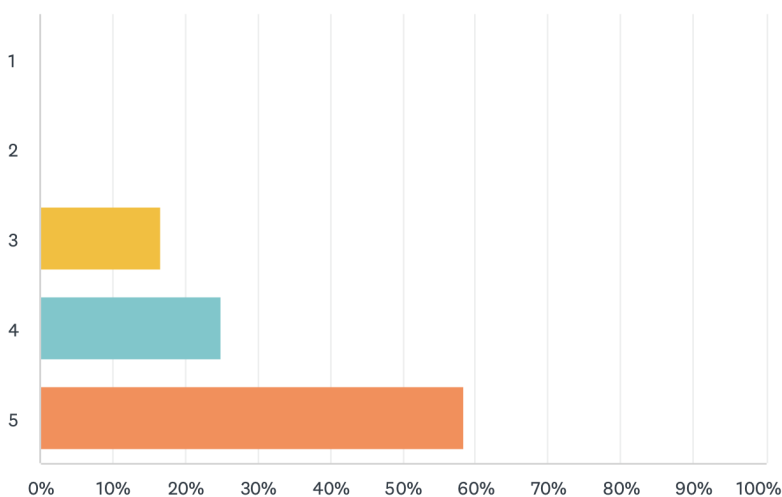
I understand the policy expectations with regards to my role(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



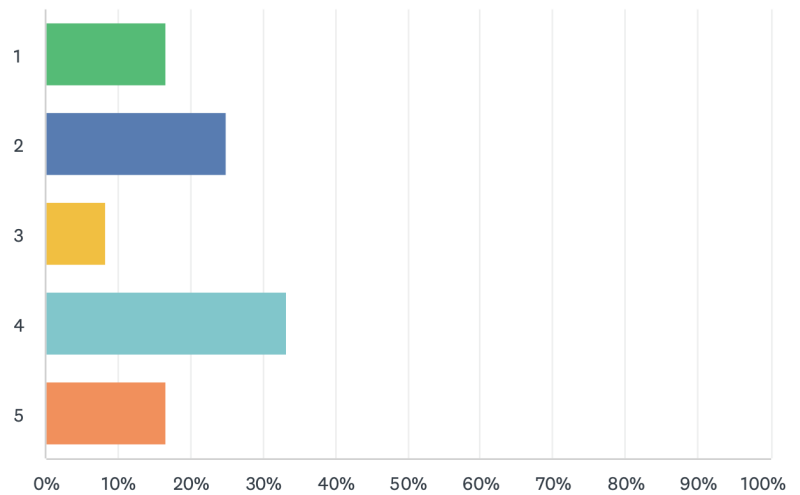
I have received appropriate professional learning/training on anti- bullying policy and practice(Please rank your response on a scale from 1- 5, 1 is Strongly Disagree and 5 is Strongly Agree)



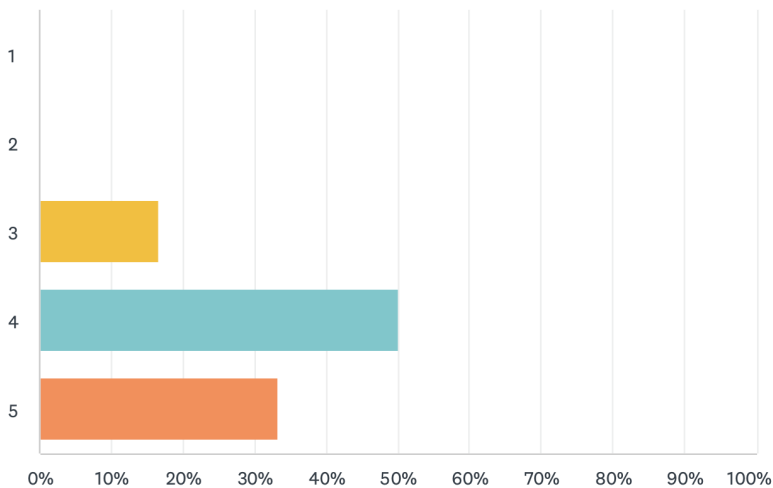
I am effective at creating and promoting an ethos of inclusion, diversity, participation, and positive relationships aimed at eliminating discrimination (Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



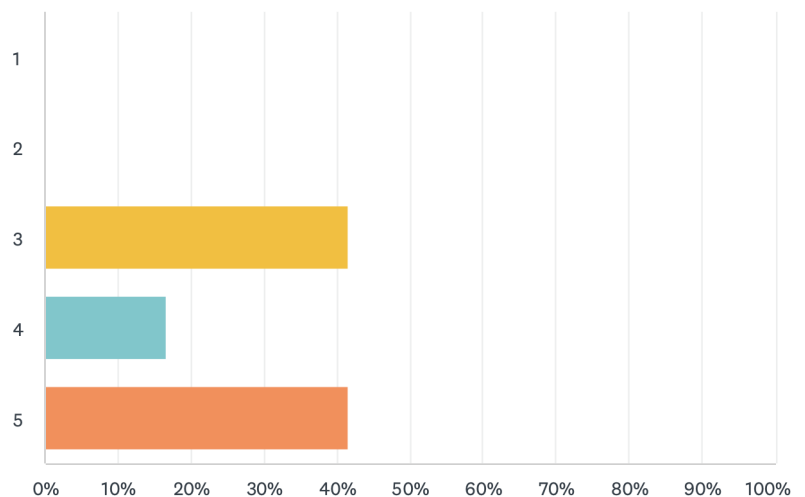
I have noticed, seen or heard bullying behaviour or language that is racist, sexist, homophobic, disablist or derogatory about someone's faith or religion(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



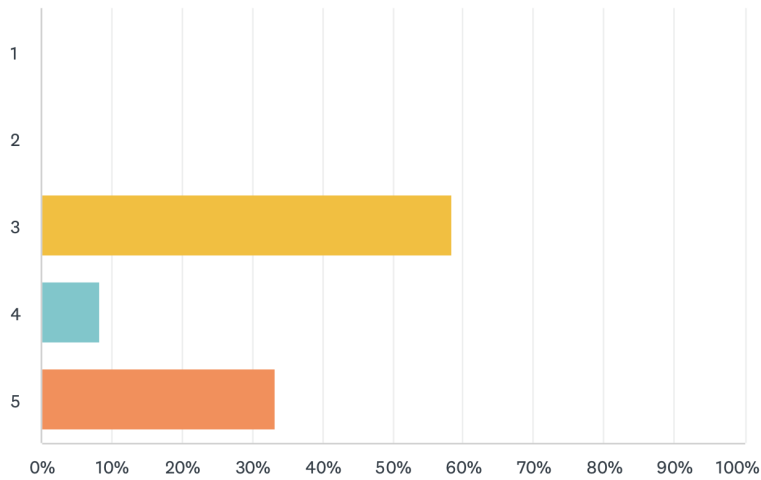
Incidents related to inequalities and/or prejudice-based bullying are effectively acted upon to prevent future occurrences.(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



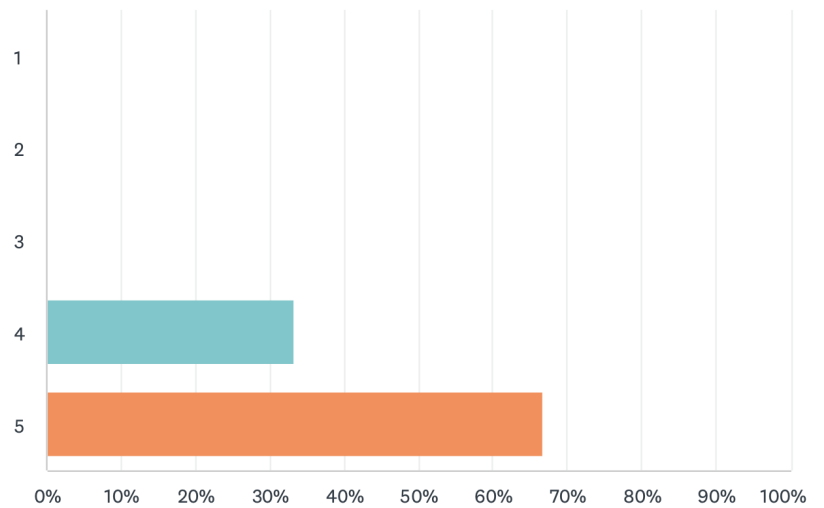
I am successful in educating young people about difference and building their empathy to support an anti-bullying culture in the school or setting(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



Anti-bullying features regularly on SMT agendas and assemblies(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



My school/setting attends to the wellbeing of children and young people who have been involved in bullying(Please rank your response on a scale from 1-5, 1 is Strongly Disagree and 5 is Strongly Agree)



Appendix 2

Respect Me Reward: Newmains Primary was the first school in North Lanarkshire to receive this award for the work we do in trying to prevent bullying:

respectme Reward

The *respectme* reward recognises the serious thought that goes into successful anti-bullying policy and practice and the intentional efforts needed to ensure stakeholders have consistent and positive experiences in your setting.

Congratulations!

Newmains Primary School

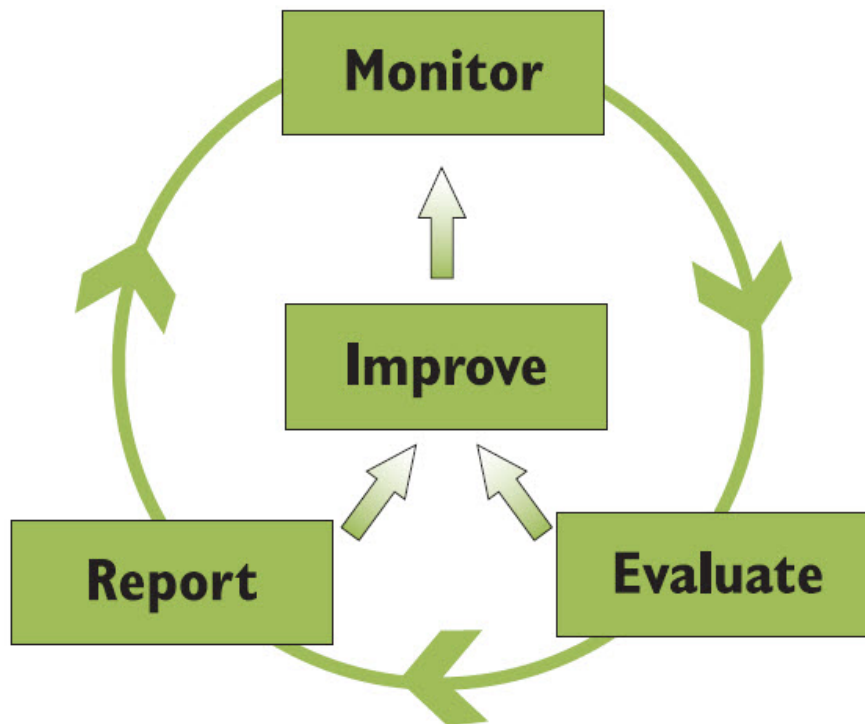
This accolade acknowledges the energy that a whole-school approach to anti-bullying can generate, and the real difference it can make!

Signed: *Lorraine Glass.....* on behalf of *respectme*

Bullying is Never Acceptable



Monitoring and Reviewing



This policy was created November 2020 and was revised in June 2022. It will be reviewed again in 2023 in line with NLC procedure.

Revised April 2023

Appendix 4

Supports and Resources for Anti-Bullying

Respectme

Children 1st

ParentLine

ChildLine

Education Scotland

The Scottish Institute for Residential Care

Youth Scotland

LGBT Youth Scotland

SAMH

Enquire.org.uk

Enable Scotland

Changing Faces

Show Racism the Red Card

Appendix 5

Next Steps session 2023-34

Newmains Primary School is committed to develop their Anti-Racism Curriculum.

The Scottish Government has created a sub-group of the Race Equality and Anti-Racism in Education Programme.

The Curriculum Reform sub group is one of four workstreams established by the Learning Directorate, working towards race equality and anti-racism in the education system as part of the wider [Race Equality and Anti-Racism in Education Programme](#).

The other three workstreams are:

- [education leadership and professional learning](#)
- [racism and racist incidents](#)
- [diversity in the teaching profession and education workforce](#)

The sub-group will be producing a report in August 2023 with guidance for schools. Newmains Primary School will review this information for use in the school.

Newmains

