

Race equality and anti-racism considerations in education are essential in all establishments across Scotland, regardless of geographical location.

Introduction

At Alloway Primary and EYC we recognise that it is our responsibility to ensure that our curriculum is based on race equality and anti-racist education. At Alloway Primary we are Kind, Respectful, Inclusive and Safe (Core Values). We follow the Curriculum for Excellence and it is intended to support children and young people to gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work. The purpose of Curriculum for Excellence is often summarised as supporting children and young people to become successful learners, confident individuals, responsible citizens and effective contributors. Race equality and anti-racist education recognises that our 21st century learners exist in a multicultural, multifaith and global community and as such, need to develop as global citizens, with an understanding of structural racism, how it impacts on our world and how to overcome it. It helps to develop intercultural competencies: the attitudes, skills and knowledge needed to interact positively and confidently with people whom we may perceive to be 'different' from us in some way, and in particular where the perceived difference is on the grounds of ethnicity.

At Alloway Primary our learners will be provided with opportunities to: study their own values and those of others; appreciate diversity; and develop respect for others. They are supported by the values in school life of equality, justice and mutual respect.

How is race defined in law?

In the Equality Act (2010)⁵, race can mean colour or nationality. It can also mean ethnic or national origins, which may not be the same as current nationality.

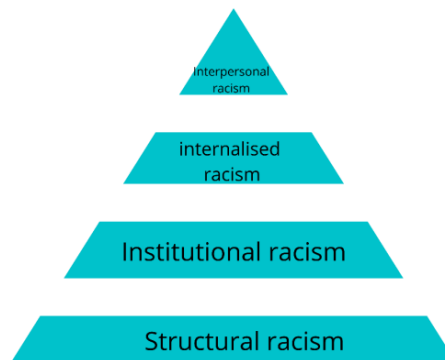
What do people usually mean by race?

Race is often linked to the idea that people can be divided into different groups based on physical characteristics that they are perceived to share such as skin colour, eye shape, etc. The term race has also been applied to groups with a common language (the 'Latin race'), to religious groups (the 'Jewish race'), and to groups with few or no physical traits that distinguish them from their neighbours (the 'Irish race').

What do people mean by ethnicity?

An ethnic group is a group of people who are bound together by certain characteristics they share; these might include language, culture, history, folklore, ideology, national origin, nationality or ancestry.

What is racism?



Interpersonal racism

Prejudices, individual actions and discriminatory behaviours where a person makes assumptions about the abilities, motives and intents of other people based on race. This set of prejudices can lead to cruel actions (e.g. racist hate speech) and unintentional actions towards a person or a group of people.

Internalised racism

This occurs as a result of subliminal messages of racial inferiority and superiority present in society. This can cause Minority Ethnic people to internalise negative messages about their own abilities and intrinsic worth.

Institutional racism

When institutions and organisations discriminate against Minority Ethnic people to limit their rights. The Stephen Lawrence Inquiry report defined it as: 'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages Minority Ethnic people.'

Structural racism

This refers to the economic, political, social and cultural structures, actions and beliefs that systemise an unequal distribution of privilege, resources, safety and power in favour of the dominant racial group at the expense of all other racial groups. Examples of this can be found in the over-representation of certain Minority Ethnic groups in poverty, unemployment and Covid-related deaths

Is xenophobia the same as racism?

'Xenophobia is the fear and hatred of strangers or foreigners, whereas racism has a broader meaning set including a belief that racial differences produce the inherent superiority of a particular race. Although they are similar, they are different enough that it is possible for one to be both xenophobic and racist'.

What is race equality and anti-racist education?

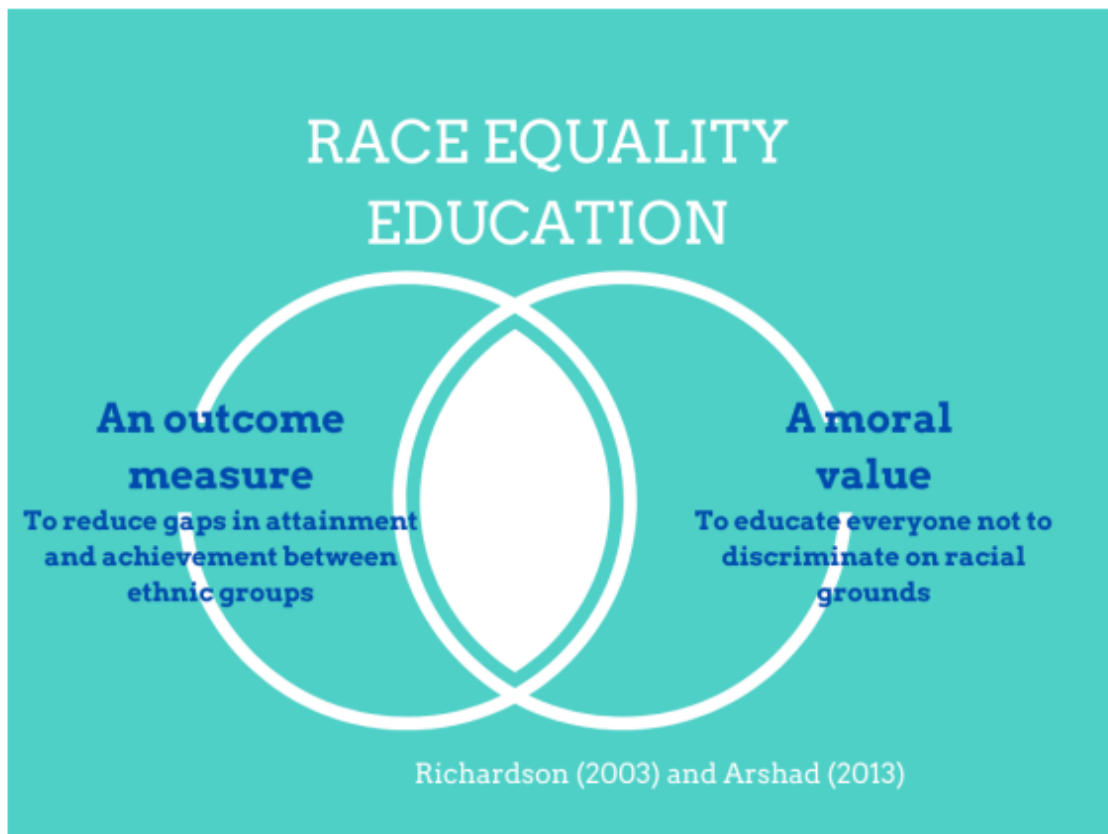


Figure 1 based on Richardson 2003, Arshad, 2013¹⁶

The term 'anti-racist education' is used to describe learning that works proactively to prevent and challenge racism that exists within our society. Race equality education at Alloway Primary and EYC needs to support an educational experience where every child and young person flourishes and succeeds, in an environment which actively promotes equality and tackles racism.

Why is race equality and anti-racists education necessary?

Anti-racist education empowers children and young people to engage in an increasingly diverse and globalised world where people can be united by their common humanity and enhanced by their diversity.

- It empowers learners to develop an understanding of their own values, beliefs and cultures and those of others.
- Anti-racist education helps children to understand and realise their own rights and the rights of others within the school, within the community and globally.
- Anti-racist education helps learners to understand the harmful consequences of racism and to actively challenge it wherever it occurs.
- It helps to ensure that the learning environment is safe and inclusive, without racial inequality or racism.

- It nurtures a historical literacy in learners which helps them to understand all of Scotland's history, including our historical role in empire, colonialism and transatlantic slavery, and the diversity of Scottish society in the past
- It helps learners understand how Scotland's colonial past plays a role in their current everyday lives, acknowledging the successes and impact of Minority Ethnic historical figures, in relation to Scottish and global history.
- Race equality education provides a vehicle for all practitioners to demonstrate their professional values.
- The Equality Act (2010) gives the duty to schools and local authorities to eliminate unlawful discrimination, harassment and victimisation of learners with protected characteristics, including race, and to advance equality of opportunity between people who share a protected characteristic and those who do not and to foster good relations between them.

Scottish Government's Race Equality Framework

Education and lifelong learning: Vision for 2030

Everyone has the opportunity to learn in an inclusive environment without disadvantage in relation to racial inequality or racism.

Our ambition is to make Scotland the best place to grow up and to make sure that everyone has the opportunity to learn in an inclusive environment which supports race equality. The Scottish Government is committed to ensuring that children's rights as underpinned by the UN Convention on the Rights of the Child (UNCRC) are at the heart of this Framework.

Scottish Government 'Race Equality Framework 2016-2030

Responsibilities of staff

At Alloway Primary staff are best placed to promote race equality and anti-racist education when they know their own school community well and understand fully its racial, religious and cultural diversity as well as having a broader understanding of Scotland's diversity and colonial legacy. Confidence is required to deliver race equality and anti-racist education, including responding to racist incidents. Opportunities for professional learning are important. Staff benefit from support to reflect on bias and racism, including structural racism, through professional enquiry and dialogue with colleagues. When practitioners do not recognise and counteract the ways that bias, stereotypes and structural racism influence their practice, racism can go unnoticed or be dismissed. Staff are supported to consider race equality and anti-racist education while they are setting up their learning environment and planning key learning episodes.

Our Curriculum at Alloway Primary

A curriculum which represents everyone involves normalising diversity within the curriculum so that learners routinely see language, content and imagery that reflects the diversity of culture, identities, and experiences, including their own. This 'normalising' is more powerful than one off lessons that explore diversity or celebrate difference. The latter can have the unintended consequence of 'Othering' those who are not from the ethnic group which is in the majority. As celebrating difference may reinforce stereotypes, careful consideration is advised. Normalising diversity within the curriculum, as opposed to normalising the white majority ethnic group, gives every learner the important message of being valued and belonging.

In Early Level, dolls and figures, dressing up clothes, picture books and wall displays are all ways to normalise diversity. As the child grows, they can see diversity for example in worked examples in mathematics, in literature and through interdisciplinary learning. Portrayals of diversity should avoid stereotyping groups. Novels can portray strong friendships between characters from different ethnicities or have plots which challenge racial and other stereotypes. They can also develop the empathy of learners through sharing the lived experience of their peers. The curricular mapping on the website will give detailed examples across the curriculum. Staff consider the resources that they use to ensure that there is no hidden bias.

It is not enough to recognise and value diversity. Staff should ensure that learners have the opportunity to explore stereotypes and prejudice, racism and discrimination. Active and participatory learning methodologies develop the skills, values and attitudes to recognise prejudice and discrimination, promote equity and action on racial injustice.

As a Gold Rights Respecting School we recognise that a rights-based education helps children to understand and realise their own rights and the rights of others within the school, within the community and globally. The incorporation of the United Nations Convention on the Rights of the Child (UNCRC) in Scots law recognises that all learners have the right to have a say in decision-making that affects their lives including decisions made in education establishments. Recognising children's rights is strongly linked to strengthening learner participation. At Alloway Primary staff will ensure that Minority Ethnic learners contribute fully to decisions about their learning and their learning community.

Global Citizenship Education is part of Learning for Sustainability at Alloway Primary. It encourages individuals to think deeply about what is equitable and just, and what will minimise harm to our planet. Exploring Global Citizenship themes helps learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions. Through this process of better understanding how our choices and actions have repercussions for people and their communities locally and globally, it supports individuals to take action on social and environmental issues. Staff use the Global Goals as part of our Learning for Sustainability and as part of Rights Respecting Schools.

Planning and delivery considerations for anti-racist education at Alloway Primary

When planning learning staff should take account of the following:

Planning

- A range of activities and learning is offered consistently over time, rather than as a one off session.
- Learning activities are designed to focus on cooperation. Children and young people who might not usually play or engage with one another are given the opportunity to work together.
- Content is carefully selected to include the work, voices and experiences of Minority Ethnic thinkers, writers and educators.
- Care is taken that content ensures that learners feel respected and included.
- Learners are engaged with planning where appropriate to ensure that wellbeing is prioritised. For example, when planning a lesson on racial equality, it might be helpful to speak privately to Minority Ethnic learners in advance to ensure that they are familiar with the content and feel comfortable with it.
- Learners are encouraged to reflect on how their learning can have a subsequent positive impact in the school community and beyond

Delivery

- Clear messages in favour of equality are provided to learners. These are simple and repeated consistently.
- Learners are supported to express their opinions through thoughtful processes which include elaboration and reflection.
- Learners are encouraged and supported to understand their individual role in challenging racism. This includes helping them to develop the tools to analyse and respond to racism and to identify how racism exists within Scottish society, including institutions.
- Learners are encouraged to explore how each of us is a unique individual and no one belongs to just 'one group' i.e. race, sexual orientation, gender etc.
- Learners are supported to consider their own view of themselves as moral and decent and to contrast that with the unfairness of prejudice and racial discrimination. This is with the acknowledgement that everyone holds biases and that we can always continue to work on this.
- Racial prejudice is carefully and consistently challenged whenever encountered. • The presentation of negative information is avoided e.g. playing 'devil's advocate', myth-busting which nevertheless repeats myths and prejudice based statements.
- Acting with empathy and viewing the world from the perspective of others are consistently modelled and supported.
- Activities and content that demonstrate the reality of racial discrimination are balanced with those which motivate learners to act for racial justice. Being actively anti-racist should be presented as the norm.

- Learners should have opportunities to reflect on their relationship with power in society. This encourages learners from majority groups to realise that their lived experience is not universal and ensures that racialised learners feel seen. Keeping the voices of the most marginalised at the centre of this work is fundamental.
- All of the above can be supported by community engagement and expert support from community organisations wherever possible.
- All of the above should be supported by robust and well communicated policies for responding to incidents of racism.

Valuing linguistic diversity and multilingualism

There are many cognitive advantages to bilingualism and multilingualism. These can include heightened executive thinking skills, working memory capacity and multi-tasking. Learning a language also offers the opportunity to learn about and value the associated cultures. At Alloway Primary we recognise and celebrate these advantages. Children are supported with linguistic diversity and multilingualism in the classroom. We use the expertise of our EAL teachers within the local authority.

Involving Parents and Families

The engagement of parents and families can help raise attainment and help to ensure every child has an equal chance of success. Relationships with parents and families are strengthened when they feel that their children and their communities are valued and that the diversity of languages, cultures and religions is recognised. Their experience of education will be shaped by their own experience of education, that of their own child and the flexibility of establishments to maximise inclusion. Both parents and learners recognise when staff display cultural awareness which supports an inclusive ethos.

Just as each learning community is unique, it is important that all Minority Ethnic parents are not viewed as a homogeneous group. Values and attitudes towards education can vary widely between families and across ethnic groups. Where language barriers exist, access to translators and/or translation software is important. Recognising and celebrating the diversity of local communities can be a powerful way to break down barriers and strengthen relationships. Family members learning together as a family has been emphasised as an important and effective approach to raising attainment and achievement. We ensure that all parents, carers and families are included with any barriers addressed.

Dealing with racist bullying and racist incidents

Racist bullying is when prejudice against a young person's actual or perceived ethnicity is used as a motive to exclude, threaten, hurt or humiliate them. Prejudice against markers of 'difference' such as skin colour are used by some people as a motive for racist bullying behaviour.

‘The Stephen Lawrence Inquiry’ defined a racist incident as ‘Any incident which is perceived to be racist by the victim or any other person’. There must be a clear message that such incidents will be addressed.

All staff have a responsibility for all children and young people’s health and wellbeing. Any reported or witnessed incident of racist bullying or racism should be acted upon immediately. This should firstly involve a discussion with the child or young person who has reported the incident or with the child or young person who experienced the abuse. Staff should ensure that the views of the young person who has experienced abuse are at the heart of their response. This includes their views on next steps. This is an important way in which staff can support the young person to regain a sense of agency. Any incident should be reported to SLT who will ensure that this is dealt with. It will be recorded on our SEEMIS reporting system and on Pastoral Notes. Parents will be informed. Any incident of bullying is taken seriously. Staff will follow our Anti-bullying policy.

When is bullying a hate crime?

Bullying can be motivated by prejudice similar to hate crime; however it is important to note that bullying itself is not a crime. The distinction is when criminal conduct has taken place, such as threats, harassment, verbal abuse, written abuse, physical assault, graffiti or a breach of the peace that has been motivated by prejudice. Hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. In Scotland, there is a presumption against criminalising children and young people wherever possible unless it is in the public interest. The report states that hate crime by children requires a multi-agency response and should focus on behavioural change programmes in order to avoid putting children and young people through the criminal justice system.

Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a crime may have taken place.

Impact of racism on mental health

Interpersonal and institutional racism can have negative impacts on mental health. Mental illhealth symptoms caused by racism can include low mood, low-self-esteem, hypervigilance, trauma, anxiety and depression. Accumulation of repeated interpersonal racism and the impact of institutional racism can cause stress that can have long-term physical health impacts. The mental health impacts of racism can lead to children and young people disengaging with education and feelings of alienation and isolation.

Preventing and responding to the impacts of racism on mental health is paramount and we develop a safe and respectful school environment that has race equality and antiracism woven through the curriculum and all aspects of the school system.

Through the staged intervention process staff will request support for learners who require multi-agency support.

Incidents and disclosures of racism must be responded to properly as a timely and trauma informed response to a disclosure of abuse or incident can help mitigate some of the mental health impacts.

Child Protection and Safeguarding

At Alloway Primary all staff undertake Child Protection and Safeguarding training. This training includes Radicalisation and Extremism (using Prevent) and Anti-bullying. SLT undertake Prevent training and information shared with staff.

At Alloway Primary staff will ensure that the needs of all children are met in line with our values of Kindness, Respect, Inclusivity and Being Safe. This document is based on the Education Scotland document, 'Promoting and developing race equality and anti-racist education.'

Resources:

[Promoting race equality and anti-racist education | Resources | National Improvement Hub](#)

[Promoting and developing race equality and anti-racist education](#)

[Promoting Anti-Racist Education in Scotland \(glowscotland.org.uk\)](#)

[Building Racial Literacy | Programmes | Professional learning programmes, webinars and events | Professional Learning | Education Scotland](#) – staff CLPL programme

[Prevent radicalisation and extremism | Resources | Education Scotland](#)

Updated August 2024 (Fiona Meney, HT)