ADDRESSING INCLUSION: EFFECTIVELY CHALLENGING RACISM IN SCHOOLS

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Coalition for Racial Equality and Rights

respectme
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Scottish Government
Riaghaltas na h-Alba
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FOREWORD

"Our experiences at school must be positive; we need to have faith and trust in our teachers. We need to see and feel that they understand and that they protect all children and young people. We need reassurance that they believe in us and that we count too.

We hope that teachers understand the challenges we face and know that at times we don't have the same opportunities as others due to racism, prejudice and barriers. We know that the road ahead might be difficult and feel that if teachers could empathise and provide a little extra support and safe spaces for us to grow, we would have enriched experiences and have a better opportunity to be recognised and take part.

We feel that it is important for society that subjects taught in school reflect our lives, our histories and our role models. This will not only prove that our lives matter, but will help reduce racism, stereotypes and hate. Young people also need the opportunity to understand their rights, be proud of their identity and learn how to deal with inappropriate behaviours and inequalities.

We have been part of Action for Children's Heritage and Inclusion project where we have received direct support which has helped us develop the confidence and skills needed to share our experiences on racism, discrimination and hate. We feel that everyone who works with children and young people needs to be aware of the issues that affect us, and that they have a responsibility to understand what we go through daily in our lives.

We hope that this resource helps to support learning and raises awareness on our needs, our rights and our lives."

Heritage & Inclusion Ambassadors
Action for Children

INTRODUCTION

This resource was developed by the Coalition for Racial Equality and Rights (CRER) and respect*me*, Scotland's anti-bullying service, using content originally developed by LGBT Youth Scotland and respect*me* for their publication Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia.

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People aims to ensure that all sectors and communities, at a national and local level, are consistently contributing to a holistic approach to anti-bullying. The guidance is underpinned by the values of fairness, respect, equality and inclusion and contains an explicit commitment to address all types of bullying, including prejudice-based bullying. Respect for All ensures that all partners who work with children and young people are supported to promote and protect the rights of children and young people in Scotland.

This resource provides information and guidance to school staff on addressing racist bullying in Scottish schools and has been written to complement Respect for All.

BACKGROUND

Bullying behaviour impacts children's and young people's wellbeing and can affect their participation, attainment and inclusion, also preventing them from realising their rights. Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.

WHAT DO WE MEAN BY BULLYING?

> Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respect*me*, 2015)

Bullying behaviour can harm people physically or emotionally, with an impact that can endure into later life.[1] The actual behaviour may or may not be repeated, but the threat can be sustained over time through actions: looks, messages, confrontations, physical interventions, or the fear of these.

More information on bullying behaviour can be found on respect*me*'s website.

WHAT DO WE MEAN BY RACISM?

The term 'racism' is technically most applicable to prejudice or discrimination against groups which have historically been racialised, with implications around skin colour and specific forms of stereotyping. The background to racism in Britain lies in history. During the time of the British Empire, theories that people could be divided into 'racial' groups linked to ethnicity became popular. These theories, although untrue, made it easier for Britain to downplay the brutality of slavery and colonisation. 'Other races' were portrayed as inferior and in need of 'help' from Britain. This impacted the racial stereotypes we see today, where minority ethnic people are often treated as though they are 'different' in comparison to the 'normal' white Scottish community. This sense of difference underpins racism.

Racial prejudice can be obvious or hidden, and sometimes the people who hold this prejudice lack the knowledge they need to recognise it in themselves. Someone doesn't have to feel particularly hostile towards people from a minority ethnic group in order to have racist attitudes or to act in a racist way.

Racism has persisted for so long, and is so tied up with the way society and organisations operate, that it has become embedded across all areas of life in nations like Scotland. We can see its impact through continuing racial inequalities in areas such as employment, income and housing.

Throughout this guide, where racism is referred to, this also includes the type of prejudice which might be termed as xenophobia (see Appendix 2 on terminology at p.21).

1. Wolke, D., Lereya, S., "Long-term effects of bullying," Archives of Disease in Childhood, (2015) Sep; 100(9): 879–885.

UNDERSTANDING PREJUDICE AND PREJUDICE-BASED BULLYING

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards disability or faith.

Some groups of people are at particular risk of experiencing bullying motivated by prejudice against one or more of the protected characteristics covered by the Equality Act 2010, including race. More information on the Equality Act 2010 can be found on the Equality and Human Rights Commission's website.

Prejudice is a social problem and is not limited to schools, however schools can contribute to social change and assist to prepare children and young people for adulthood. 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.

WHAT IS RACIST BULLYING?

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. Markers of 'difference' such as skin colour are used by some people as a motive for racist bullying behaviour.

> 56% of Scottish secondary school teachers said they were aware of pupils in their school who had experienced bullying based on race or ethnicity. (Lough Dennell, B.L. and Logan, C. (2015). Prejudice-based bullying in Scottish schools: A research report. Glasgow: Equality and Human Rights Commission.)

Racist bullying can be experienced not just as a personal attack on a young person, but as something deeper which undermines and degrades their family, their community and their culture.[2] In common with many other forms of prejudice-based bullying, racist bullying can have a damaging impact on children and young people.

Any child or young person who is viewed by others as being part of a minority ethnic group is at risk of experiencing racist bullying. This can happen regardless of how they view their own ethnic identity. Racism is not a result of the ethnicity of the person being bullied, but a result of the attitudes of the person displaying the bullying behaviour.

Examples of the behaviours involved in racist bullying and how it can be identified are explored at p.14.

2.   Tippett et al (2011). Prevention and Response to Identity Based Bullying among Local Authorities in England, Scotland and Wales. London: EHRC
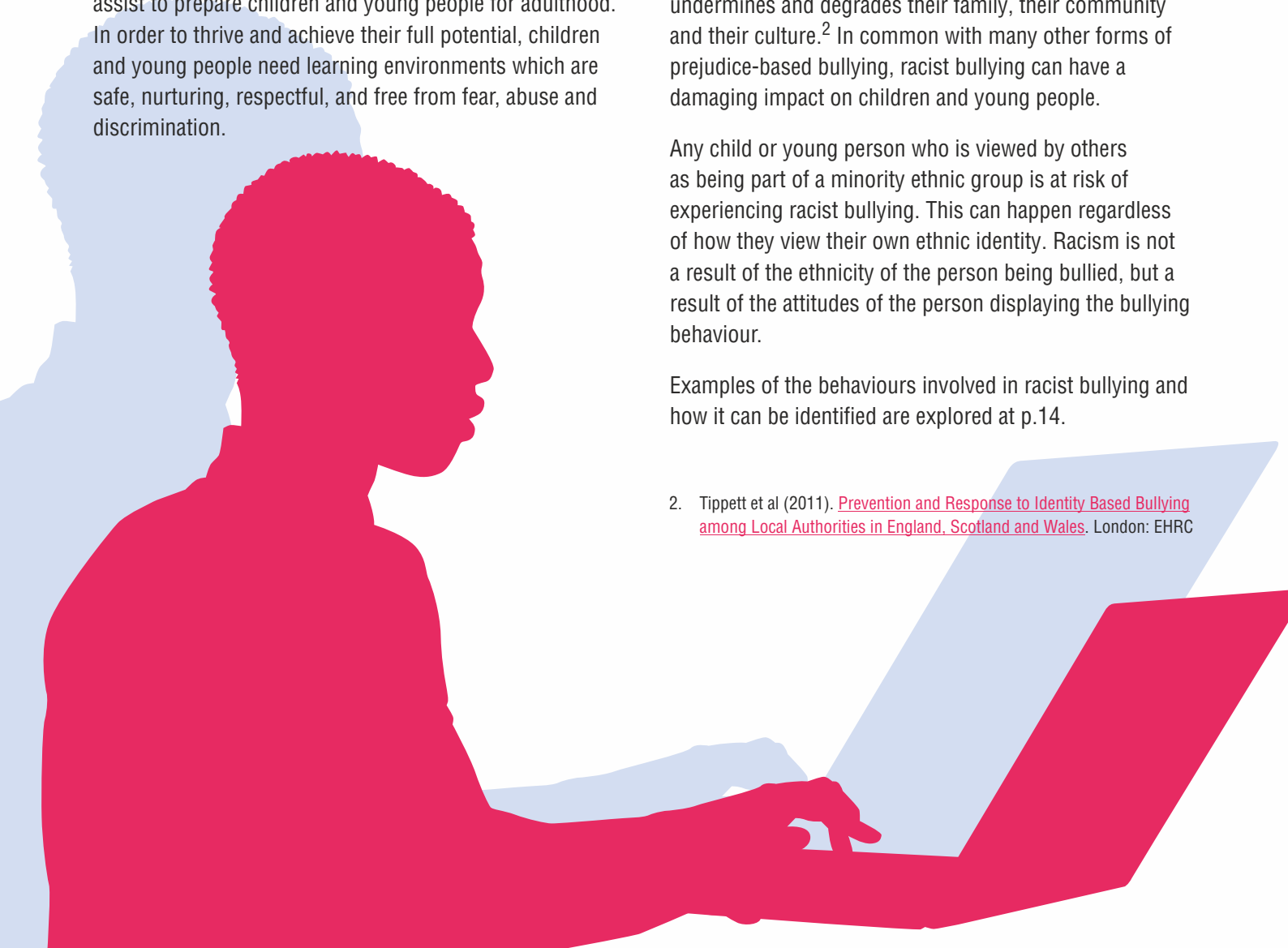
THE IMPACT OF RACIST BULLYING

IMPACT ON YOUNG PEOPLE EXPERIENCING BULLYING

Experiencing racist bullying can have a negative effect on the health and wellbeing of young people and of those around them. In some cases, young people's self-image can be seriously damaged by the prejudice they experience, resulting in feelings of shame, affecting their relationships with others and undermining their confidence and mental health.

For more information on the signs that someone could be experiencing bullying download respect*me*'s guide for parents and carers.

WIDER IMPACT ON STUDENTS

Any child or young person can be affected in some way by racism in school, whether they are personally from a minority ethnic background or not. When left unaddressed, racism in school environments can have the following impacts on students who are not directly affected by these issues:

- Negative impacts on their values and attitudes, making it difficult for them to appreciate and respect the diverse range of people they will meet and interact with in their lives
- Tensions in relationships over young people's decisions to challenge (or not challenge) racism faced by friends and fellow students
- Perceptions that prejudice, disrespect and bullying will not be addressed, increasing the risk of experiencing bullying for all students and reluctance to report incidents

EARLY INTERVENTION AND PREVENTION

CREATING INCLUSIVE LEARNING ENVIRONMENTS

Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people. It is important to develop a school environment where the values of inclusion and respect are uniformly applied to all students and their families. It is this inclusive ethos that addresses the root cause of prejudice-based bullying and contributes to its prevention.

1. Address language and negative messages

Building an environment where racial stereotypes and prejudice-based views can be challenged constructively by everyone can help to create inclusive learning environments. This also helps to build the positive relationships and collective resilience needed to prevent bullying behaviour from occurring.

Unacceptable language and jokes around the school can create a climate of racism which both directly and indirectly excludes, threatens, hurts or humiliates young people.

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.

One example teachers may regularly come across is the use of song lyrics containing language which could be considered as a racial slur. In these cases, it's important that young people understand that whilst the song may be written by someone who arguably has the right to reclaim and use that language how they wish, it's inappropriate for them to repeat the lyrics in school (regardless of their intentions). Repeating this type of language in school is sometimes used as part of bullying behaviour, partly due to the fact that it's easy to deny any intention to offend.

Encouraging reflection on language

It's important to challenge racist language in a way which avoids making young people feel defensive. Evidence suggests that feelings of defensiveness can actually worsen any underlying prejudiced attitudes.[3] Approaches which encourage reflection on the meaning and impact of what was said are likely to be more effective. Examples of phrases which can help to address the use of racist language could include:

- What happened?
- What were your thoughts at the time; were you aware that what you said sounds racist, and could hurt someone?
- What have been your thoughts since; have you considered that this language is racist?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now; do you need more information about racism and how it affects people?

In each case, the best approach to addressing racist language will depend on the context and the age group of the young people involved. Having a good understanding of the language around race and racism is useful in these instances; a section on terminology is included in this resource at Appendix 2, p.21.

Protecting the balance between addressing inappropriate behaviour and ensuring freedom of speech may be a concern in some cases. Information on how freedom of speech applies in this context can be found in Appendix 3, p.23, which also details other policy and legislative aspects of relevance to addressing racist bullying.

Teachers may use racist incidents in the classroom as a learning opportunity, to encourage young people to discuss and challenge stereotypical assumptions or inappropriate behaviour. When the language or behaviour in question is not directed at anyone in particular and is unlikely to personally impact a class member, this may be useful. However, teachers should be aware of the sensitivities; where someone may feel singled out by the incident, using it to educate others can make them feel humiliated and compound the impact of the incident.

3.   Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage

2. Ensure staff are trained and have opportunities to learn

Staff training opportunities are a great way to build the capacity of the school to address incidents of racist bullying and create inclusive learning environments. This creates a consistency in approach and improves competence and confidence in this area.

respect*me* offers free anti-bullying professional learning to professionals and parents across Scotland and this includes information about prejudice-based bullying. Specific training on anti-racist approaches should also be sought out. Further information can be found in Appendix 1 (contacts and resources) on p.20.

3. Develop inclusive policies and procedures

Local Authorities and schools should have clear, unambiguous anti-bullying policies that reflect the policy development guidance given in Respect for All and help to create inclusive and safe environments for minority ethnic young people. These should draw on evidence from recording and monitoring of bullying incidents, and should ideally be developed with as much involvement as possible from a wide range of young people and parents. Ongoing monitoring and gathering of views can be used to demonstrate whether the policies are working effectively to address prejudice-based and other forms of bullying.

Local Authority and school anti-bullying policies should directly reference the Equality Act 2010 and include an explicit commitment to challenge all types of prejudice-based bullying and language. These policies should be available to pupils, staff and the wider school community, and be easily understood by all.

It's also important to ensure that policies and procedures, including approaches to addressing bullying, have a focus on developing positive relationships. This is an essential part of a preventative approach.

4. Involve children and young people and connect with the wider community

Every school is different and the best people to articulate what the day to day environment is like for young people are young people themselves. Schools should talk to their students about their awareness and experiences of racism in the school. Young people should also have a voice in interventions and strategies to address these issues. These issues will also affect minority ethnic parents, carers or family members. It's important to engage with families, ensuring that minority ethnic and mixed ethnicity families feel safe within the school and have the same sense of belonging and influence in their relationship with the school as majority ethnic families do.

5. Create visually inclusive learning environments

One of the easiest things that teachers and schools can do is ensure that they have a visually inclusive environment. This can be accomplished through displays and posters which feature an ethnically diverse range of people. Although displaying images or information specifically about race equality or minority ethnic community interests can be useful, this should always be done as part of a broader approach which features minority and majority ethnic people together within the overall range of posters and displays. This creates an environment where community cohesion and a shared sense of belonging is visible within the school.

6. Include minority ethnic identities in the curriculum

Curriculum for Excellence is built around preparing the next generation of Scotland to be successful, confident, responsible and effective members of society. Including minority ethnic voices and identities in the curriculum sends a strong message that your school is inclusive and welcoming of all its students and their families. It can also support majority ethnic children and young people to understand that they are part of a diverse Scottish population and local community, equipping them to recognise and reject racist stereotypes and attitudes.

An inclusive curriculum can be achieved by using minority ethnic voices and identities to contextualise learning. It should be possible to build this context across all subject areas, with particularly good opportunities to incorporate this into areas such as English language and social sciences. Within social sciences, for example, Black and minority ethnic histories in Scotland can be included as part of history lessons or the British civil rights movement included within modern studies.

It's important to ensure that resources used to achieve this authentically represent the individuals and communities they portray without reinforcing stereotypes. If a resource concentrates over-whelmingly on stereotypical aspects of culture, religion or national tradition, it may be ineffective. In educational environments, there is evidence to suggest that encouraging empathy, perspective taking and examples which actively counter stereotypes are most effective in challenging stereotypes and prejudiced attitudes.[4]

4. McBride, M. (2015). What Works to Reduce Prejudice and Discrimination? A review of the evidence. Edinburgh: Scottish Government.

7. Involve minority ethnic people in school life

Ensuring that a representative mix of people are involved in the life of the school can help to create an inclusive environment. Consider ways to encourage this, for example:

- Seeking to recruit and retain a representative range of teachers and other school staff
- Looking at the make-up of the school's Parent Council and encouraging the Parent Forum to engage more with minority ethnic parents, if needed, to create more diverse involvement
- Ensuring that the school's wider engagement with its local community reaches people from minority ethnic backgrounds

8. Encourage attitude and behaviour change

Research suggests that there are some common factors and approaches which can encourage attitude and behaviour change around prejudice and racism. These include:

- Using a peer or other trusted person to deliver activities designed to reduce prejudice[5]
- Asking participants to describe how they will change their behaviour after the activity[6]
- Activities which challenge prejudiced views about who belongs and who doesn't by grouping people together in different ways based on what they have in common[7]

- Encouraging participants to consider their own view of themselves as fair and decent, and comparing that with the unfairness and immorality of prejudice[8]
- Focusing on promoting desirable behaviour (for example challenging prejudice) rather than discouraging undesirable behaviour (for example being prejudiced)[9]
- Encouraging participants to think with empathy or to see things from the perspective of people facing prejudice[10][11]
- Co-operative learning activities where a diverse range of people have to work together[12]
- Use of stories which show strong friendships between individuals from differing ethnic backgrounds; this works particularly well amongst children and young people[13]
- Exploring historical events to create understanding of current inequality and prejudice[14]
- Activities which show that people are each diverse and individual and don't belong to only one group[15]
- Within schools, whole school approaches may be more effective than individual approaches such as reactive practices, education, teaching and playground approaches which are not linked together[16]

5. Ibid.
6. McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools.
7. Paluck, E. L. and Green, D.P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. In: Annual Review of Psychology 2009. 60:339–67
8. Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage
9. McKenzie-Mohr, D. and Schultz, W. (2012) Choosing Effective Behavior Change Tools.
10. Abrams, D. (2010). Processes of prejudice: Theory, evidence and intervention. Manchester: EHRC
11. Amodio, D. and Devine, P. (2005). Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias. In: Brock, T. and Green, M.. (Eds). Persuasion: Psychological insights and perspectives, 2nd ed. California: Sage
12. Ibid.
13. Paluck, E. L. and Green, D.P. (2009). Prejudice Reduction: What Works? A Review and Assessment of Research and Practice. In: Annual Review of Psychology 2009. 60:339–67
14. McBride, M. (2015). What Works to Reduce Prejudice and Discrimination? A review of the evidence. Edinburgh: Scottish Government.
15. Abrams, D., J. Swift. H. and Mahmood, L. (2016). Prejudice and unlawful behaviour: Exploring levers for change. Manchester: EHRC
16. Ibid.

RECOGNISING & UNDERSTANDING RACIST BULLYING

IDENTIFYING RACISM

It's important for practitioners to develop informed, effective approaches to addressing racist behaviour. Similarly to approaches to addressing bullying generally, identifying and dealing with this behaviour does not mean labelling a young person as 'a bully' or as 'racist'. Key questions to identify whether a bullying incident is racist would include:

- Does anyone feel that the incident was racist?
- Does the behaviour reflect stereotypes based on colour, nationality or ethnic or national origin?
- Does the behaviour include use of racial slurs or racist language?

Most importantly, in line with the Macpherson definition of a racist incident, an incident should be considered racist if it is "perceived to be racist by the victim or any other person."[17] This includes young people experiencing bullying, parents, teachers and any bystanders who witness the behaviour. Use of this definition is crucial to ensure the impact of what's happening can be addressed, regardless of intention (or claims about intention) from the person responsible.

Examples of the behaviours being displayed might include:

- Name calling, particularly (but not exclusively) using racist language / language reflecting stereotypes about ethnicity
- Spreading rumours and gossip about a young person, which may either draw on stereotypes about ethnicity or on their lack of conformity to these stereotypes
- Physical behaviour motivated by prejudice against someone's ethnicity or perceived ethnicity, such as hitting, tripping, pushing or kicking
- Intimidating someone because of their ethnicity or perceived ethnicity
- Using threatening racist language or behaviour (including non-verbal communication such as gestures, looks, written communication or displaying images)
- Not letting someone join in with group work, conversations, activities or games because of their ethnicity or perceived ethnicity
- Damaging property (including personal or school property) with racist graffiti
- Stealing from someone, motivated by prejudice against their ethnicity or perceived ethnicity

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

17. Macpherson, W. (1999). The Stephen Lawrence Inquiry.

IS PREJUDICE-BASED BULLYING A HATE CRIME?

There is no legal definition of bullying in Scotland and bullying in itself is not a crime. Bullying, however, can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault. The presumption should be against criminalising children and young people, unless it's in the public interest. However, if a bullying incident is serious in nature, with clear criminal aspects, it must be reported to Police Scotland. Adults and children and young people can also seek appropriate advice and guidance from relevant authorities if they feel a crime may have taken place.

More information on reporting a hate crime or hate incident can be found on Police Scotland's website.

Whilst many incidents of prejudice-based bullying will not be criminal, the underlying attitudes may lead to future behaviour which does constitute a hate crime. In extreme cases, young people displaying this type of behaviour may even become vulnerable to radicalisation by far-right organisations. Effectively addressing prejudice-based bullying can help to prevent future risks.

IS ONLINE BULLYING DIFFERENT?

Online bullying, or 'cyberbullying' as it is often referred to, is bullying behaviour that takes place online, usually on social networking sites and online gaming platforms. Online bullying is most effectively addressed as part of a whole anti-bullying approach, not as a separate area of work or policy.

CRER has published a guide to recognising and reporting online hate speech and hate crime, which is available here.

PREJUDICE-BASED BULLYING AND RACIST INCIDENTS

Not all incidents where racism occurs would be considered bullying. It is important to maintain a way of addressing and recording racist incidents which are not part of prejudice-based bullying.

For example, a teacher might observe a young person in class expressing racist opinions which aren't directed at anyone in particular. Regardless of whether there are minority ethnic young people in the class, this should still be addressed and recorded as a racist incident.

Ensuring appropriate recording of racist incidents may be especially important for schools with a lower minority ethnic population, as lower numbers of children and young people directly affected by racism will mean fewer people are likely to directly complain about racist bullying. In these cases, racist attitudes and behaviours might still be prevalent. Recording racist incidents allows this to be explored and provides the evidence needed to ensure any problems are pro-actively addressed.

RESPONDING TO RACIST BULLYING

Above all, it's important to keep young people who experience bullying at the heart of any and all responses; consider what impact the actions you take will have on their wellbeing. Young people who experience bullying need to be supported effectively and to feel that their concerns are taken seriously. However, it's also vital to ensure that those displaying bullying behaviour are challenged and supported appropriately where required. All teachers need to have the confidence and support from school leadership to enable them to do this.

For example, school staff may be wary of the school's reputation or could mistakenly believe that dealing with racism results in labelling the person responsible as 'racist'. Incidents should be dealt with proportionately. However, the need to protect young people from racism should always be paramount.

When dealing with a specific incident of racism, there are some simple questions to consider:

- How can you support the young person?
- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen next?
- What attitudes, prejudices or other factors have influenced the behaviour?

Next steps may include:

- Exploring the options open to the young person, with the young person
- Considering what they want to happen next (taking the young person's views seriously, but with awareness that racism cannot go unchallenged, even where the person targeted is reluctant to seek a solution)
- Taking notes of your discussions throughout the process, and storing this in a confidential place
- Recording the incident appropriately, ensuring the data is confidential
- Arranging a follow-up meeting, with parents or carers present if necessary
- Agreeing a restorative approach, where there's an opportunity for relationships to be mended
- Linking them into any sources of support which are available (including, for example, mentoring or buddying systems within the school to support young people experiencing bullying)
- Keeping them informed about any action taken

More information about how to respond when a bullying incident occurs can be found on respect*me*'s website.

RECORDING AND MONITORING RACIST BULLYING INCIDENTS

Recording and monitoring bullying incidents can help organisations to monitor the effectiveness of their policy and practice and help ensure appropriate responses take place. Respect For All and Supplementary Guidance on Recording and Monitoring Bullying Incidents in Schools both offer more detailed information on Scottish Government's expectation that schools will consistently record information about the nature and prevalence of bullying.

In addition to analysing data for patterns and trends in the perceived motivation behind bullying incidents, effective recording also enables patterns to be identified in the protected characteristics of those who experience bullying or those who demonstrate bullying behaviours. However, reluctance to report prejudice-based aspects can sometimes mask the extent of prejudice-based bullying. For example, it may be that there are no reports of racist incidents but analysis of who is being bullied shows that certain minority ethnic groups have experienced bullying more often. Similarly, disproportionate representation of young people from a particular minority ethnic group demonstrating particular bullying behaviours could potentially indicate that they are reacting against experiencing prejudice. Anomalies such as these can provide a prompt for further investigation.

ENCOURAGING YOUNG PEOPLE TO REPORT BULLYING

Research undertaken for the Equality and Human Rights Commission[18] suggests that, overall, young people as a whole say they are willing to report racist bullying when they witness it in school. However, just under 20% were less willing to report it, and anecdotally, many minority ethnic young people find it difficult to report their own experiences of bullying.

Reporting racist bullying incidents can feel very challenging for minority ethnic young people. They may think that adults in the school won't understand, or might not take it seriously. They may also worry that friends from the majority ethnic community will be offended if they challenge certain forms of 'banter' which are actually racist, and can be part of a pattern of bullying. In some cases, they may be concerned about the potential worry and distress parents and other family members will feel about what they are experiencing at school if they become aware of it.

It is useful for schools to recognise these barriers and work to address them by:

- Creating environments where young people feel comfortable to challenge racism and bullying
- Reassuring young people that their concerns can be reported confidentially and will be taken seriously
- Reviewing policies and procedures to ensure race equality is embedded
- Delivering work to improve the skills and confidence of staff
- Ensuring that all pupils understand the importance of challenging racism, and will support each other to do this
- Creating spaces for young people to safely discuss and learn about the impacts of racism

18. Lough Dennell, B.L. and Logan, C. (2015). Prejudice-based bullying in Scottish schools: A research report. Glasgow: Equality and Human Rights Commission

A study by the Centre for Education for Race Equality in Scotland (CERES) with pupils who had experienced racism in Scottish schools[19] found that young people had complex feelings about how to approach the subject with teachers. Racism, both direct and indirect, was seen as a feature of daily life for the young people involved. However, they often felt that teachers would not understand their experience or be able to help.

More positively, the study found that where young people can be supported to talk about their experiences, they are able to make useful and proactive suggestions for schools to improve their approaches to addressing racism. Giving young people the opportunity to talk about the impact these issues have on them can therefore be useful for building an effective whole-school approach to addressing prejudice-based bullying. Suggestions for exploring these issues with young people, both in response to specific incidents and more generally, can be found in the section on addressing language and negative messages at p.9.

19. Arshad, R. et al (2005). Minority Ethnic Pupils' Experiences of Schools in Scotland. Edinburgh: Centre for Education for Race Equality in Scotland.

CONFIDENTIALITY

Children and young people should be made aware that they can talk to staff and know that, unless there's a child protection or wellbeing concern, their right to privacy will be respected.

If a racist bullying incident has occurred in school, it's important to talk to the children or young people involved before talking to parents or guardians. Failing to do this can worsen the sense of help-lessness or lack of agency often experienced by people who face bullying.

Young people's confidentiality should also be respected within the school, only sharing information with those who 'need to know' and informing the child or young person of who information will be shared with.

Appendix 1: CONTACTS AND RESOURCES

THE AUTHORS

The Coalition for Racial Equality and Rights (CRER) is a Scottish strategic racial equality charity which works to eliminate racial discrimination and harassment, and to promote racial justice across Scotland.
Email: mail@crer.org.uk
crer.scot

respect*me* is Scotland's anti-bullying service which works with all those adults involved in the lives of children to give them the practical skills and confidence to prevent and address bullying effectively.
Email: enquire@respectme.org.uk
respectme.org.uk

With thanks to the **Action for Children Heritage and Inclusion Project**, which works to reduce levels of isolation felt by young minority ethnic women in Edinburgh. Action for Children Heritage and Inclusion Ambassadors supported this publication by providing their views, which formed the foreword on p.4.
http://heritageandinclusion.co.uk/about/
https://services.actionforchildren.org.uk/heritage-and-inclusion-project/

NATIONAL POLICY GUIDANCE

Respect for All: The National Approach to Anti-Bullying for Scotland's children and young people
National guidance on how to prevent, recognise, support and respond to bullying incidents.

Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools
National guidance that outlines a new policy ambition to develop a consistent uniform approach to recording and monitoring bullying incidents through SEEMiS.

RESOURCES

- Educational Institute of Scotland briefing on anti-racist education: https://www.eis.org.uk/Anti-Racism/BriefingAntiRacistEducation
- Action on Prejudice information hub: https://actiononprejudice.info/
- Equality and Human Rights Commission resources on addressing prejudice-based bullying: https://www.equalityhumanrights.com/en/bullying
- Equality and Human Rights Commission Technical Guidance on the Equality Act 2010 for Schools in Scotland: https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland

ADDITIONAL INFORMATION AND SUPPORT

- Childline: childline.org.uk / 0800 1111
- Parentline: https://www.children1st.org.uk/help-for-families/parentline-scotland / 08000 28 22 23
- Centre for Education for Racial Equality in Scotland: http://www.ceres.education.ed.ac.uk/
- Show Racism the Red Card: http://www.theredcard.org/scotland/

Appendix 2: TERMINOLOGY

Understanding the terminology around race and racism can help with developing confident and effective responses to incidents. The definitions below include various phrases used within this resource, alongside other concepts which may be useful. More information about racism and how it operates can be found in CRER's publication Changing the Race Equality Paradigm.

BME / BLACK AND MINORITY ETHNIC

While the term 'minority ethnic' can refer to any or all groups which are not part of the majority ethnic group (in Scotland, this would be white Scottish or white British groups), the inclusion of Black in BME reflects the specific impacts of colour-based racism and the experiences of those who face it.[20] In Scotland, 'Black' is often used to describe a political identity shared by people from a wide range of backgrounds who face colour-based racism. This is distinct from the Black ethnicity category in the Scottish Census.

CULTURAL

A cultural group is a group of people who feel bound together by social customs, activities, beliefs, behavioural norms and values.[21]

ETHNIC GROUP

An ethnic group is a group of people who are bound together by certain characteristics they share, which might include language, culture, history, folklore, ideology, national origin, nationality or ancestry.[22]

ETHNOCENTRISM

A tendency to believe that your own ethnic group and its cultural beliefs, traditions and practices are of central importance, and to make judgemental assumptions about other ethnic groups based on that belief.[23]

EXOTICIZE

To reduce something or someone perceived to be 'different' to a glamourous or romantic stereotype; presenting a simplistic view of the 'exotic' aspects of their appearance or culture.[24]

HIDDEN BIAS

Prejudice that is not outwardly deliberate but nonetheless affects attitudes and behaviour; occurs because the person responsible has not consciously understood or acknowledged how stereotypes affect their own perceptions and actions.[25]

INSTITUTIONAL RACISM

Racism created within an organisation by rules, customs, processes and practices which have been planned without regard to the potential impacts on people from minority ethnic groups. This may, or may not, coincide with directly racist actions on the part of an institution or its employees. The impacts of the institution's work and the way it operates are racist, regardless of whether the people within the institution have racist attitudes themselves.[26]

20. For example, the National Black Police Association's constitution states that "The definition of 'Black' is one that emphasises the common experience and determination of people of African, African-Caribbean, Middle-Eastern, Asian or Asian sub-continent origin to oppose the effects of racism and victimisation."
21. See, for example, Live Science article by Zimmerman, K.A. (2015) What is Culture?
22. Collins dictionary definition – Ethnic
23. A good overview of ethnocentrism and the difficulties it poses for anti-racism is included in Barger, K. (2014) Ethnocentrism: What is it? Why are people ethnocentric? What is the problem? What can we do about it?
24. A detailed exploration of this concept (in relation to British-Chinese pupils) can be found in Archer, L. and Francis, B. (2007) Understanding Minority Ethnic Achievement: Race, Gender, Class and 'Success'. Oxon: Routledge. A useful feminist exploration can be found at The Jasmine Diaries blog.
25. See, for example, Banaji, M. and Greenwald, A. (2013). Blindspot: Hidden Biases of Good People. Delacorte Press.
26. The Guardian, Wednesday 24th February 1999 – What is Institutional Racism?

INTERNALIZED RACISM

The impact of racist social structures on an individual's perception of their own power, potential, entitlements and behavioural roles. This reduces the ability of individuals and communities to assert their rights and challenge those structures.[27]

INTERSECTIONALITY

Intersectionality theory explains how the full range of characteristics someone possesses impacts their experience of inequality. Much of the early prominent academic work on this is by Kimberlé Crenshaw, focussing on how anti-discrimination law and theory often fails to protect Black women whose experience of inequality and discrimination is distinct from the experiences of both white women and Black men.[28]

RACE/RACIAL

The concept of a 'racial group' is derived from outdated anthropological approaches claiming that humans could be divided into racial groups based on shared language, nationality and physical and behavioural traits. The current use of the terms 'race' and 'racial' have developed because disproved notions of racial difference have become embedded in the beliefs and behaviours of society. This social construct of race has continuing impacts today on institutional, personal and social behaviours, underpinning all forms of racism.[29]

RACIAL MICROAGGRESSIONS

Racial microaggressions are subtle, regular interactions that reflect bias or stereotypes (similar to what is sometimes called 'everyday racism'). They often take the form of demeaning, disrespectful or insulting comments, which are often unintentional and therefore harder to challenge. The impact of racial microaggressions builds over time to create a constant hostile environment for those experiencing them.[30]

RACISM

Prejudice against people from ethnic backgrounds which have been racialised (see p.6 for more information).

WHITE PRIVILEGE

Advantages which automatically apply to a person because they are white, in a society which is designed around the world view of a white majority ethnic group. Whiteness is one of a number of factors which can confer advantage or disadvantage, such as class, gender, ability, language, citizenship and education. At its most basic, the advantage arises from white people being well represented in all areas of life and, particularly for those in the majority ethnic group, the protection which whiteness provides them against the experience and threat of racism.[31]

XENOPHOBIA

Prejudice against people who are viewed as being 'foreign' or 'from another country'. This term is particularly applied to prejudice against people from white minority ethnic groups who may face stereotypes, prejudice and discrimination, particularly those who can be identified by others as recent migrants (over time, the visible signs of belonging to a minority ethnic community such as accent or names usually change to the point where the children and descendants of migrants are no longer viewed as 'different' from the majority ethnic white Scottish population).

27. Ibid.
28. Bim Adewunmi's interview with Kimberlé Crenshaw in the New Statesman, 2nd April 2014, provides a good introduction to the background and importance of intersectionality.
29. Coates, T. (2013) What we mean when we say race is a social construct, in The Atlantic, 15th May 2013
30. An introduction to the concept is provided in DeAngelis, T. (2009) Unmasking Racial Microaggressions. Monitor on Psychology Vol 40, No. 2, American Psychological Association.
31. See, for example, Peggy McIntosh's classic 1988 text White Privilege: Unpacking the Invisible Knapsack

Appendix 3: POLICY AND LEGISLATION

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The wellbeing of children and young people is at the heart of Getting it Right for Every Child: that all children and young people should be safe, healthy, active, nurtured, achieving, responsible, respected and included. This includes minority ethnic children and young people in the school. Addressing racist bullying is a necessary part of ensuring that the GIRFEC values and principles are upheld, particularly in terms of 'promoting the wellbeing of individual children and young people' and 'keeping children and young people safe'. More information about GIRFEC can be found here.

EQUALITY ACT 2010

The Equality Act 2010 protects employees and services users (students in a school) on the basis of 'protected characteristics'. These are: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, sex, religion or belief, and sexual orientation. Of these, marriage and civil partnership and age do not apply to service users (i.e. students) in schools.

Education Authorities in Scotland have a responsibility to ensure they comply with the three 'needs' articulated in this law through the Public Sector Equality Duty:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Education Authorities will require schools to act in accordance with these three 'needs'.

The Equality Act 2010 also makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their skin colour, nationality or ethnic or national origin. It also states that it is unlawful to discriminate because of the skin colour, nationality or ethnic or national origin of a person with whom the pupil is associated.

It is unlawful to discriminate on the grounds of a perceived protected characteristic. So a teacher who treats a pupil less favourably because of their perceptions of the pupil's skin colour, nationality or ethnic or national origin will be discriminating on the grounds of race whether or not their perceptions are correct.

FREEDOM OF EXPRESSION

The right to freedom of expression is protected by the Human Rights Act 1998, based on the provisions of Article 10 of the European Convention on Human Rights. However, this is not an absolute right. Racist bullying behaviours are unlikely to meet the conditions needed to be protected as freedom of expression.

In particular, any behaviours which break the law will not be protected. This includes behaviours which could be considered as:

- Racial harassment
- Incitement of racial hatred
- Threatening communications (including, for example, sharing images or materials which could stir up racial hatred or contain threats which could cause fear and alarm)

Individual members of the public have a great degree of freedom of expression, provided that their views don't break the law. However, there are stronger restrictions on what would be considered acceptable in certain settings, including within schools.

More information on how freedom of expression and equality law interact can be found in the Equality and Human Rights Commission's Guidance on Freedom of Expression.

PROFESSIONAL STANDARDS AND VALUES

The Standards for Registration: Mandatory Requirements for Registration with the General Teaching Council for Scotland, which all teachers in Scotland are signed up to, show a clear commitment to respect for young people and improving social justice. There is an expectation that teachers are:

- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing

Additionally, the General Teaching Council Scotland Code of Professionalism and Conduct (COPAC) makes it clear that teachers should identify and respond appropriately to indicators of the wellbeing and welfare of pupils, including bullying and discrimination.

All teachers need to meet these standards, values and duties of professionalism and be aware of the wellbeing impacts of bullying on all the young people in their care. More information can be found at The General Teaching Council for Scotland website.

RACE EQUALITY FRAMEWORK FOR SCOTLAND 2016-2030

The Race Equality Framework for Scotland sets out the Scottish Government's visions for progress on race equality by the year 2030 and includes a section on Education and Lifelong Learning. The vision for this section is that "Everyone has the opportunity to learn in an inclusive environment without disadvantage in relation to racial inequality or racism."

It includes a commitment to ensuring that "Minority ethnic pupils have confidence in, and are effectively supported by, approaches in schools to prevent and respond to prejudice-based bullying and racist behaviour or incidents." This resource is one of the measures being developed to achieve this goal. More information about the Framework is available here.

INTERNATIONAL HUMAN RIGHTS CONVENTIONS

The principles of the United Nations Convention on the Rights of the Child (UNCRC) are embedded into the Scottish policy landscape and were used to develop Curriculum for Excellence and Getting it Right for Every Child.

Minority ethnic children and young people in Scotland also have rights under the United Nations International Convention on the Elimination of All Forms of Racial Discrimination. Some of the most relevant rights in this context (set out in Article 5) include the right to protection from violence or bodily harm and the right to education.

Appendix 4: USING RESTORATIVE AND SOLUTION ORIENTED APPROACHES

Restorative and solution-oriented practice in schools can help to appropriately address bullying and reduce the likelihood of incidents reoccurring by ensuring those responsible understand the impact of their actions, and ensuring that the school can learn from its experience of dealing with incidents.

The focus is on repairing relationships through processes where staff and students can identify what happened, what the impact was on those affected, what action needs to be taken to resolve the situation and what they can learn from this process. In the case of racist bullying, this would include challenging the prejudiced attitudes underlying the behaviour.

Restorative approaches have been proven to be an effective alternative to traditional, punitive measures. However, there may still be situations where restorative approaches are not appropriate and alternative measures are required. This is especially the case where anti-bullying approaches have been ineffective.[32] It's also important to consider the views of those experiencing bullying; in some cases, they may not wish to be involved in restorative approaches and teachers need to be sensitive to this.

When addressing bullying behaviours, it's important to be able to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however, all people (including those displaying bullying behaviour) should always be treated with respect. This does not diminish the seriousness nor impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the behaviour that is problematic. This is a solution-oriented approach that is designed to help people change the way they behave without being stigmatised.

Children and young people who display bullying behaviour will need help and support to identify the feelings and views that have caused them to act in this way and develop alternative ways of behaving. Challenging prejudiced views through education and learning can make an important contribution towards social change.

32. respect*me* – Creating the Right Environment

ADDRESSING INCLUSION: EFFECTIVELY CHALLENGING RACISM IN SCHOOLS