York Consulting

SCOTTISH EXECUTIVE EDUCATION DEPARTMENT

PROJECT 1 REVIEW OF GUIDANCE ON DEALING WITH RACIST INCIDENTS – FINAL REPORT

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Contents

Acknowledgement

We would like to extend our sincere thanks to the seven Education Authorities and the 33 schools that took part in this research and the contributions made by the school staff and the pupils.

1 INTRODUCTION

1.1 In April 2005, York Consulting Ltd (YCL) was commissioned by the Scottish Executive Education Department (SEED) to review guidance on dealing with racist incidents (RIs) and the practice in schools and Education Authorities (EAs) in response to these incidents.

1.2 The project will be delivered over two phases and this commission is to deliver phase one and produce research on the:

- effectiveness and impact of the anti-racist website - *Educating Race Equality – a Toolkit for Scottish Teachers* http://www.antiracisttoolkit.org.uk/; and

- practice employed by schools and EAs to deal with RIs within the school grounds and the influence of the anti-racist toolkit on this practice.

1.3 SEED has commissioned six other equality projects[1] and after the co-ordination meeting with all other project leaders, YCL started to undertake the work.

1.4 YCL's approach to addressing the research requirements includes both qualitative and quantitative elements to allow for the range of issues that need to be covered and the nature of the participants. These include:

- analysis of the content and assessment of the practical guidance contained within the anti-racist toolkit;

- a postal survey to schools to provide an overview of how RIs are addressed and the use of the anti-racist toolkit;

- a telephone survey with all EAs to request their locally issued guidance on dealing with RIs and raise awareness of the project;

- detailed consultations with EAs and schools across Scotland to identify the operation of the toolkit in different contexts, the level of understanding within schools and the range of policies and practices employed in tackling racist behaviour and school incidents.

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[1] See Appendix A for the list of SEED commissioned projects

1.5 This final report details the results from all the elements of this project and has been structured in the following way:

- **Section 2** provides an analysis of the school postal survey;

- **Section 3** reports on the assessment of the anti-racist toolkit;

- **Section 4** analyses the guidance on RIs issued by the 32 EAs;

- **Section 5** details the findings from the case study visits with schools and EAs;

- **Section 6** summarises the research project and draws out recommendations for taking forward this area of work.

1.6 A list of the abbreviations used in this report is attached at Appendix E.

2   SCHOOL POSTAL SURVEY

2.1   This next section focuses on the analysis of the responses from the school postal survey conducted in May and June 2005.

Table 2.1: Summary of Response Rates from the School Postal Survey
567 surveys distributed • 305 primary schools • 212 secondary schools • 50 special schools 226 surveys returned – 40% response rate • 43% response rate - primary schools • 36% response rate - secondary schools • 32% response rate - special schools

2.2   The postal survey[2] to schools was designed to obtain a perspective from schools about how RIs are addressed and the use of the anti-racist toolkit: *Educating for Race Equality – a Toolkit for Scottish Teachers.*

2.3   The original intention was to distribute the survey to 20 per cent of Scottish schools, which amounts to approximately 600 establishments. It was calculated that a 33 per cent response rate would provide a confidence level of 95 per cent, thus ensuring the reliability and validity of analysis.

2.4   The sample was selected randomly from those remaining schools on the SEED database that had not already been chosen to participate in surveys of SEED-funded equality project 2 - Guidance on dealing with homophobic incidents, and project 7 – Promoting the educational interests of Gypsies and Travellers. This was to ensure that schools were not requested to complete surveys from more than one project.

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[2] In Appendix B

2.5 This did entail some restriction in selecting the original number of schools and led to a small reduction in the sample number. Surveys, totalling 567, were distributed to 50 special schools, 305 primary schools and 212 secondary schools across Scotland in May 2005. Respondents were given three weeks to return the completed questionnaire by the deadline date of the 6th June 2005. Two hundred and twenty-six responded, constituting a response rate of 40 per cent.

2.6 The following response rates were made; 32 per cent of special schools, 36 per cent of secondary schools and 43 per cent of primary schools responded.

2.7 The following sections provide an analysis of the responses from the 226 schools. This response is statistically reliable and represents eight per cent of the school establishments across Scotland.

Awareness and Use of the Anti Racist Toolkit: *Educating for Race Equality – a Toolkit for Scottish Teachers*

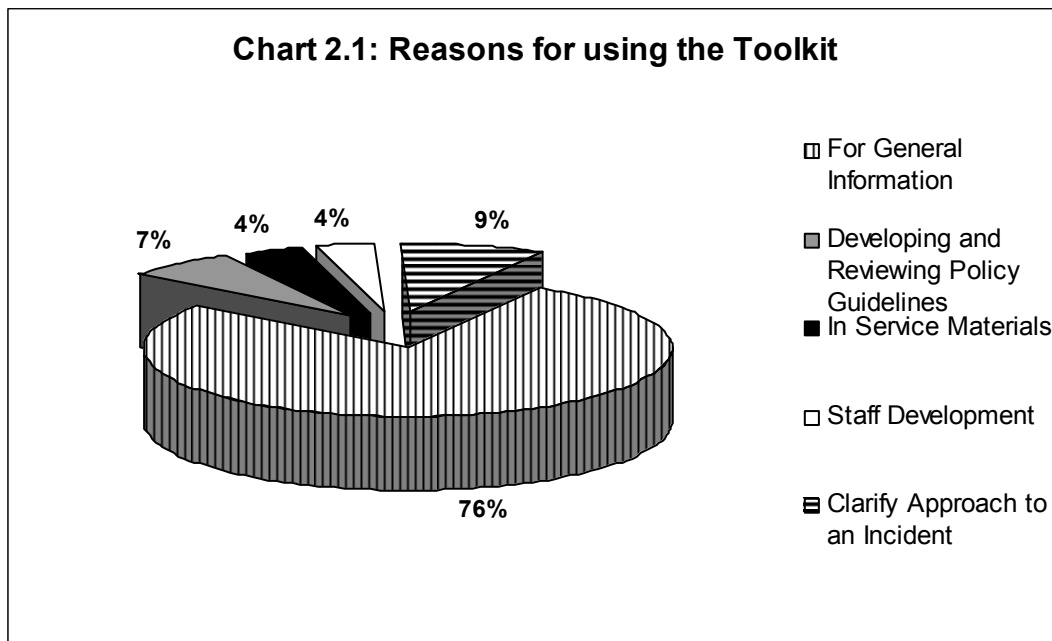| Table 2.2: Summary of Key Responses about the Anti Racist Toolkit |
|---|
| 74% of respondents aware of the toolkit
24% of respondents used the toolkit

Users of the site (based on 24%):
• 23% primary schools
• 51% secondary schools
• 14% special schools |

2.8 When asked about the toolkit, 73.5 per cent of respondents were aware of this resource. However, of these 166 positive responses, only 52 schools, 23.6 per cent of the total, had ever used it.

2.9 The general profile of the 52 schools that used the toolkit was that they:

- already recorded RIs (94 per cent); and
- were located in a suburban or urban catchment area (67 per cent).

2.10 By school type, the 52 respondents that used the toolkit can be broken down as follows:

- 51 per cent (26) were secondary schools;
- 23 per cent (12) were primary;
- 14 per cent (7) were special schools.

2.11 The frequency with which these users accessed the toolkit was mainly on an ad hoc basis, with only 3 of those who answered this question using it regularly.

2.12 Chart 2.1 below highlights the circumstances under which the toolkit was used. The most popular use (76 per cent) was to seek general information, nine per cent used the resource to clarify the school's approach to addressing a racist incident and others used the toolkit for staff development, in-service materials and developing policy guidelines.

Chart 2.1: Reasons for using the Toolkit

7%   4%   4%   9%

☐ For General Information

☐ Developing and Reviewing Policy Guidelines

■ In Service Materials

☐ Staff Development

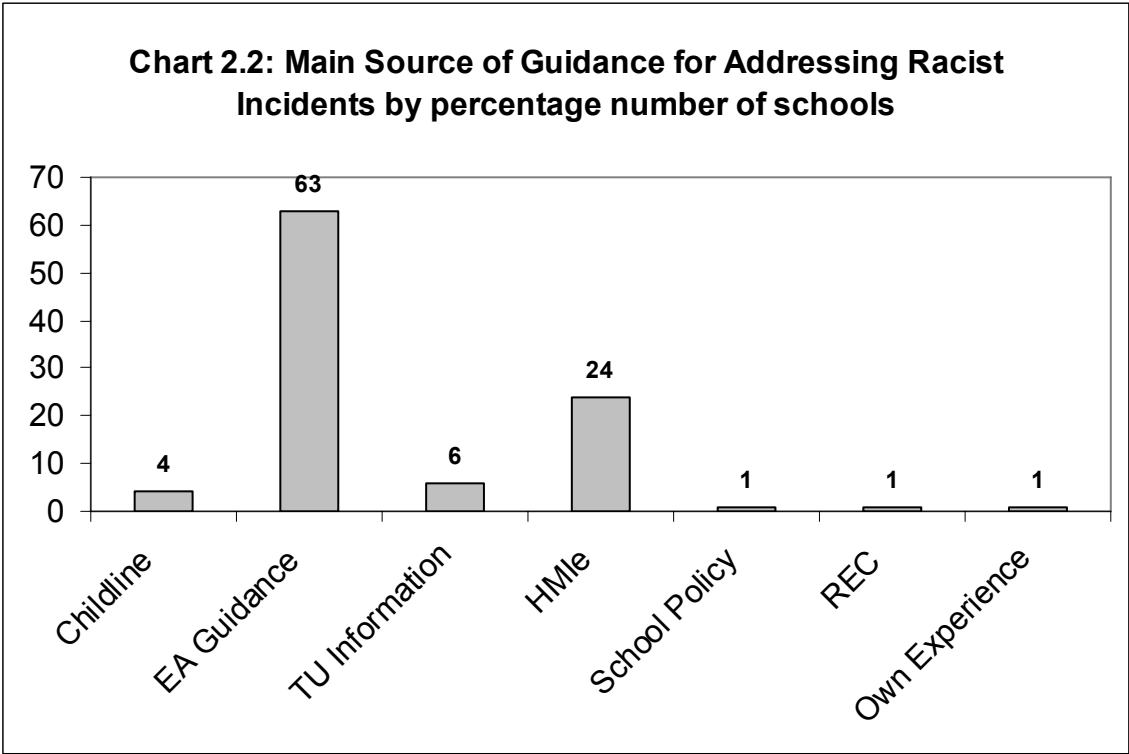☐ Clarify Approach to an Incident

76%

2.13 A very small number of respondents also provided comments on the additional information that they would like to see within the toolkit. This included more emphasis on the provision of support to parents of the children experiencing problems and practical materials on working in schools without minority ethnic (ME) pupils.

Other Reference Materials

2.14 All the schools that were aware of the anti-racist toolkit highlighted in their responses that this was not their main source of guidance for addressing RIs. All respondents were asked about the other guidance that they accessed that related to this area and the most popular response was EA-issued policies. As Chart 2.2 indicates, information from HM Inspectorate for Education (HMIe) was the second most popular response.

Chart 2.2: Main Source of Guidance for Addressing Racist Incidents by percentage number of schools

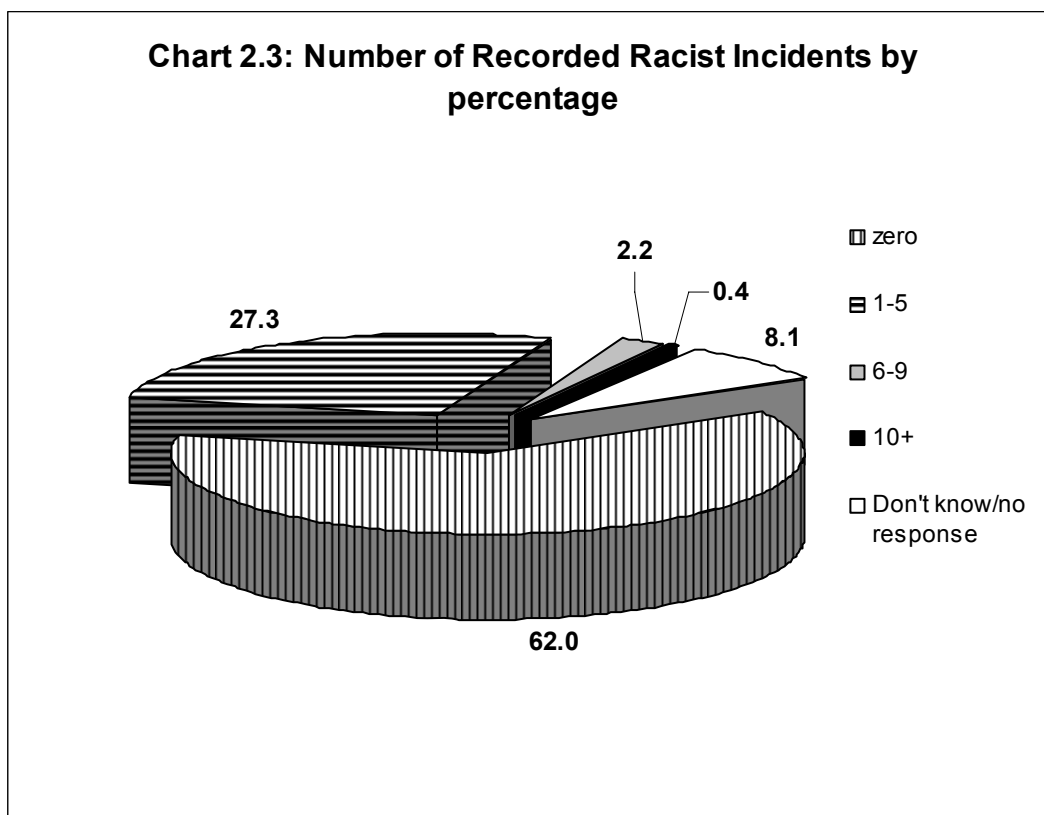| Category	Value
Childline	4
EA Guidance	63
TU Information	6
HMIe	24
School Policy	1
REC	1
Own Experience	1

Racist Incidents

Recording Incidents

2.15 Eighty-nine per cent of respondents claimed to record RIs. Nine per cent stated that they did not record incidents and two per cent did not respond to the question. However 92 per cent of all respondents provided a figure for the number of incidents they had recorded in the 03/04 academic year.

2.16 Further examination of the schools (25) that did not record incidents revealed that the highest proportion, 60 per cent, were primary schools. These schools' catchment areas were most likely to be in a rural setting and the majority, 68 per cent, had less than 150 pupils. Within these schools, a quarter had ME pupils and, whilst the majority were small rural schools, there were three schools that had over 800 pupils and seven schools that were in city areas with recognised ME populations.

2.17 For those who did record racist incidents, the survey posed questions about the number of incidents recorded during the August 2003 – July 2004 academic year along with the system used for recording the incidents. Ninety-two per cent of respondents provided a number for recorded incidents within the school. The remaining eight per cent either stated, 'don't know' or left the response blank.

2.18 The chart overleaf groups the number of incidents and the proportion of schools that fall into that category. The most popular response, 62 per cent, was zero RIs during the 03/04 academic year. The highest number of incidents recorded amounted to 36 and this was from a secondary school in the central belt area with 722 pupils and 96 ME pupils.

2.19 Further analysis shows that there are some similarities amongst those schools that record zero incidents. The respondents that have recorded zero RIs tend to be primary schools (68 per cent) or schools with less than 350 pupils (80 per cent). Amongst this group 33 per cent had ME pupils attending the school.

2.20 There are no discernible patterns to the schools that have recorded 1-5 RIs. All school types fall into this category in all four different catchment areas[3] with varying numbers on the school roll and a mix of ME pupils.

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[3] Urban, suburban, semi-rural and rural areas

Chart 2.3: Number of Recorded Racist Incidents by percentage

Legend:
- zero
- 1-5
- 6-9
- 10+
- Don't know/no response

Values shown: 2.2, 0.4, 8.1, 27.3, 62.0

2.21 Those who have recorded more than six RIs were generally secondary schools (60 per cent) in an urban setting (80 per cent) with the number of ME pupils in these schools varied from one to 120.

Recording Systems

2.22 In asking about the systems used to record incidents several different approaches were identified. Some of these were EA-issued like the:

- revised *Tackling Racist Incidents within the Education Service* (TRIWES) form;

- multi-agency racist incidents monitoring (MARIM);

- other EA/LA –devised approach;

- anti-bullying policy.

2.23 Whereas other systems that were identified were independent of their authorities' guidance on recording RIs and these included:

- school incidents book;
- Phoenix database;
- head teacher/individual school approach.

Chart 2.4: System used by percentage for all schools that recorded racist incidents

Legend:
- Anti-bullying
- EA-devised approach
- Phoenix
- Incidents/Indiv school approach
- No response
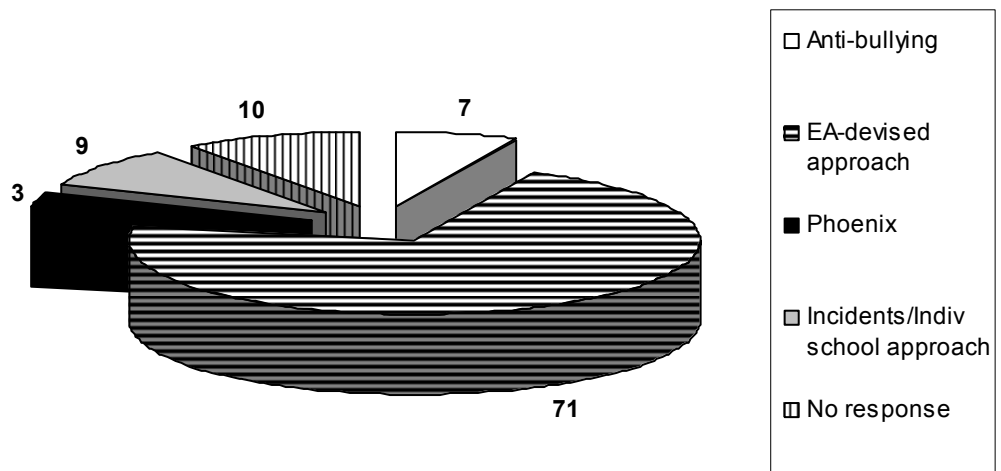
2.24 **EA/LA–devised approach** is specific to the local authority and included the **revised TRIWES system** which is based on the former Strathclyde Regional Council's *Tackling Racist Incidents within the Education Service*. It has been adopted by the Education Authorities in the 12 local authorities that were previously part of the Strathclyde region. It also included the **multi-agency approach** which originates from the multi-agency racist incident monitoring (MARIM) group or partnership that collects data relating to RIs from partners like the health service and police within the locality. The format for the guidance and monitoring forms is designed to be used by all agencies including EAs and the data from all the agencies is centrally collated by the MARIM group[4]. Other EA-guidance often had elements from the TRIWES or MARIM systems but tailored to the EA's specific needs or more generally linked to the EAs' Race Equality Policy (REP).

2.25 The **Anti-Bullying framework** builds on policies and procedures in place for addressing bullying within the school and in most cases introduces a 'racist option' to categorise bullying.

2.26 Those schools not following the EA-issued guidance identified:

- the **Incidents Book** - manually record RIs in the same way that they would record any other incident that had taken place on the school premises;

- the **Phoenix database** -the school management software that has a module where incidents can be recorded. In a similar way to the manual approach detailed above it is a general recording tool and the Incidents Manager within this software package is used to record RIs;

- an **individual school approach** which in most cases involved reporting the incident to the head teacher or deputy head who would then use their judgement to deal with the matter. In some cases this might involve a meeting with the pupil and the parents.

2.27 The above indicates that schools are using several different types of recording systems.

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[4] MARIM groups are geographically linked to police authorities or divisions and bring together public sector agencies and interested bodies to monitor the level and range of racist incidents and address the emerging issues.

Effectiveness of the approach

2.28 When questioned about the mechanisms to recording incidents, over 75 per cent of respondents believed that the approach used was effective, provided an accurate overview of RIs in the school and helped to address incidents in the future.

Summary

2.29 Whilst there is a good overall awareness of the toolkit, the use of this resource is limited amongst respondents. Ninety-two per cent of schools provided a number for recorded RIs, although the majority of schools recorded zero incidents in the 03/04 academic year.

2.30 Activity around the use of the toolkit and recording of incidents is lower in primary and special schools and in rural areas. There appears to be no positive correlation between schools that have ME pupils and the use of the toolkit or the recording of RIs. During the case studies we have examined further the relationship between the occurrence of racist incidents and the recording of them.

2.31 In addition to providing a snap shot of activity across a proportion of the school sector, the survey helped to inform the development of the topic guides which were used in the case study visits to individual schools. The questions contained in the postal survey were probed further during the case studies where these issues were discussed in detail with the selected schools and EAs.

3   ANALYSIS OF THE ANTI-RACIST TOOLKIT WEBSITE

Introduction

3.1   This section analyses the anti-racist toolkit website that was designed to assist teachers with delivering anti-racist education in the classroom.

3.2   It was developed in 2001 by the Centre for Education and Race Equality in Scotland (CERES) as part of a SEED funded project aimed at supporting teachers dealing with anti-racism within the curriculum and the school environment.

3.3   The website *Educating for Race Equality – a toolkit for Scottish Teachers* http://www.antiracisttoolkit.org.uk/ contains ten sections:

- background to the project;
- definitions and glossary;
- legislation;
- anti-racist education frequently asked questions (FAQs);
- faiths and festivals;
- examples of good practice;
- dealing with RIs;
- staff development exercises;
- useful links;
- credits.

3.4   As part of this project, YCL have analysed the content of the website to assess the practicality of the information. To assist this process, a number of other websites were also examined for the purpose of comparability. These were:

- Don't Give It, Don't Take It - www.ltscotland.org.uk/antisectarian/ - a relatively new site dedicated to addressing a specific equality issue;

- BRITKID - www.britkid.org/ - a UK site that specifically addressed racist harassment so provided a good direct comparison;

- The Anti-bullying Network -   www.antibullying.net/ - a well established Scottish site tackling bullying that was regularly referred to by education specialists;

- Kidscape - www.kidscape.org.uk/ - an anti-bullying site of a charitable UK organisation, established for 20 years, aimed at equipping children, parents and carers to deal with bullying.

3.5 Assessments of these sites have helped to provide a sharper focus on what could constitute good practice in this area. The next section looks specifically at the anti-racist toolkit website.

Assessment of the Anti-racist Toolkit Website

3.6 An assessment framework was developed[5] to use and apply to the anti-racist toolkit. It posed a series of questions under four distinct headings:

- purpose;
- accessibility;
- informative;
- practicality.

3.7 The framework contains 27 questions for consideration and a copy of the assessment framework used for each website can be found in Appendix C. The rest of this section looks at the four areas in turn and the performance of the toolkit website under each category.

Purpose

3.8 The site covers a wide area in addressing race equality and provides an overview into a number of aspects along with basic information about the legislation covering race equality. With such a broad remit, the site offers limited detailed insight into specific race equality areas and might benefit from a narrower focus within a school setting, particularly as it is attempting to provide practical solutions to practical issues i.e. a toolkit.

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[5] The researchers identified key elements based on a range of guidance available on effective web design and websites including University of Essex guidance www.essex.ac.uk/wag/guides/good_webpages.htm

3.9 The site was produced in 2001 and there have been significant changes in the field of race relations since this time, including new requirements on schools, e.g. to have a Race Equality Policy (REP). This site pre-dates these changes and so is no longer accurate. This impacts upon the overall reliability of the website, with a potential to reduce the credibility of the site.

3.10 The site does not actively seek comments, examples or other forms of feedback and this is likely to impact upon its potential as an interactive tool.

Accessibility

3.11 Navigation around the site is straightforward and it is easy to see at a glance the overall content of the site. However, the full menu of information available can only be viewed by section once the user is within the pages of a particular part of the site. For example, within *Faith and Festivals* there are eight subsections that can only be viewed once in that section.

3.12 The information is displayed clearly but there is perhaps the opportunity to vary the style and presentation of the information. For example, the inclusion of checklists for action, summaries of key points and case study boxes would be an advantage. In particular, it would be beneficial to see model policies along with sample reporting/monitoring forms on the monitoring of RIs section.

3.13 The site does helpfully refer and signpost the user to additional information and sites. However a brief synopsis of the documents that require downloading and acknowledgment that the materials have been reviewed would be very valuable so that users know that their time and effort is being invested wisely.

Informative

3.14 The anti-racist toolkit presents the information on the site in a logical and clear way and it provides an overview of a range of issues relating to race equality.

3.15 Whilst the site does provide information, it does not always offer practical assistance for teachers in sections such as the *Raising Awareness About Racist Incidents - What a School Can Do*, it discusses the issue but the only practical advice is to do awareness-raising and then directs the user to other research.

3.16 Within the site there are some out of date materials that should be removed and more relevant developments that are not featured or referenced. The site also takes no consistent view on what might constitute best practice. In addition, there could be more information about ways and means of implementing suggestions, e.g. how teachers should go about raising awareness of race equality within the school.

3.17 The materials that are referenced rely on a small number of sources (e.g. City of Edinburgh Council, General Teaching Council). There is a wider range of useful research and documentation that could be referred to on a site of this nature. This includes:

- the experience of ME pupils in Scotland[6];
- the experience of "mainly white" schools in England[7];
- Promoting Race Equality: Making It Happen, HMIe;
- Research by Lemos and Crane[8].

Practicality

3.18 It is important to note that the site addresses general race equality issues; it is not dedicated to addressing RIs. In fact only one section out of twelve deals specifically with this issue. The site does address the under-reporting of incidents, defines incidents and outlines the National Priorities for Education, as well as providing examples from schools about the work they are doing under these priorities.

3.19 It might prove helpful for teachers if the links between effective responses to racist behaviour/incidents and the national priorities could be made more explicit. Classroom staff will want to know how an approach might be linked to all national priorities, particularly in cases where they have little or no experience of race equality and teach in schools with mainly white pupils.

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[6] Insight 16, SEED, 2005
[7] Research Paper 365, DfES, 2002
[8] The Search for Tolerance: Challenging and changing racist attitudes and behaviour in young people, Joseph Rowntree Foundation, 2005

3.20 From the perspective of the intended audience, it would be worthwhile if there was more material relating to the rationale behind the need for effective responses to RIs. This would go beyond the offence caused and look at the impact as well as the wider social context for racist behaviour and developing pupils to become active citizens in a pluralist society. If the focus remains too clearly on offensive behaviour, the audience might have greater difficulty in moving beyond questions of political correctness and the views of the ethnic majority.

3.21 For the benefit of teachers, greater clarity of the information on the site could include clear reference to the statutory obligations of authorities and how these convert to school based policies. For example, the Commission for Racial Equality's Code of Practice is a statutory code and the general duty applies to all relevant functions and policies. This may not be apparent to the teacher starting from a relatively low base of knowledge in this area.

3.22 There are a few inaccuracies that could confuse the user. There is not a legal obligation to promote anti-racism, as the site claims. Some of the terms used have little or no meaning beyond the site itself e.g. 'ethnic discrimination', 'negative discrimination' (this is not recognised terminology) and there is likely to be confusion caused by the discussion of the use and meaning of the term 'ethnic minorities'. There is little value in introducing this debatable issue in a practical tool like the website.

3.23 To increase clarity and reduce confusion a re-focus on the issue of any effective policy should be harassment on racial grounds. Any discussion about the application of this should start with the definition of racial grounds provided in the Race Relations Act. The site provides guidelines (e.g. it refers to the need for schools to have policy and curriculum approaches) but provides no actual guidance other than reference to City of Edinburgh Council guidance and other links.

Summary

3.24 The anti-racist toolkit website provides a good basic source of information on promoting race equality and recognising racist behaviour in a school environment. While this would have been a useful tool in 2001 when it was launched it needs to be updated and expanded to take account of the current policy and legal infrastructure.

3.25 Significant changes have taken place in the race equality arena and these are not reflected in the site which leaves significant sections out of date and potentially confusing.

3.26 The role and purpose of the site is stated within the introductory pages. However, further clarity is needed as to the objectives of the website and whether it should:

- signpost users;
- collate guidance;
- identify good practice;
- provide a practical approach.

3.27 Assuming all these objectives are met, the site would require considerable reworking. In addition, the site would benefit from the inclusion of worked study examples for self-learning or case studies designed to illustrate a point.

4   ANALYSIS OF THE EDUCATION AUTHORITY- ISSUED GUIDANCE ON RACIST INCIDENTS

Collation of the Guidance

4.1   Awareness-raising telephone calls were made to the equality officers in all 32 EAs to discuss the project and request copies of their guidance and monitoring forms for recording RIs. Discussions with eight of the EAs also covered the case study elements of the research with initial consideration of schools within their localities that could participate in those consultations.

4.2   The response from EAs was mixed. In some cases we were referred to officers in other parts of the local authority or signposted to other EA colleagues. In others the information was emailed or posted to YCL straight away. Four EAs highlighted that they were in the process of revising their guidance.

4.3   In total, all 32 sets of guidance were received from the EAs. There were several telephone conversations with a number of EAs to secure copies of their guidance.

Analysis of the Guidance

4.4   The analysis of the Education Authority-issued guidance to schools builds on the previous work conducted by CERES[9] in January 2005.

4.5   The initial overview by CERES provides a valuable analysis of the types of monitoring and recording systems and data collection that takes place across schools and EAs in Scotland.

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[9] Approaches to recording, analysing, monitoring and responding to racist incidents in Scottish Authorities and Schools: An initial attempt at an overview – Centre for Education for Racial Equality in Scotland (CERES) January 2005

4.6   The analysis for this project has focused on the content of the EA guidance. These materials have been compared against a series of areas that could be considered as key elements within any robust guidance designed for teaching staff to effectively address RIs within the school environment. These are:

- a rationale – an explanation of the purpose of monitoring, recording and analysing RIs with clear links to educational concerns and priorities that connect to whole school policies, including the REP;

- an identification of incidents – specific definition of a racist incident, how they might manifest themselves, contextualised examples that also address issues like intention and repetition;

- a clear process for recording incidents – one that allows for a timely and effective response, covers who, how and when the incident should be recorded and provides clear scope for describing the key elements of the incident (including ethnicity, age and gender of perpetrator and victim); type of incident, follow up action and clear guidance notes for completion of the monitoring form;

- proposed school actions:

    – related to the specific incidents - steps to support the victim, follow-up action with the perpetrator, advice to parents, signposting to additional advice and information;

    – related to school-wide activity – suggestions of curricular content, school ethos, staff development as both a preventative measure and following an RI;

    – related to school monitoring and analysis – analysis of racist incident data cross referenced with e.g. attainment and bullying to discern any patterns and possible impact and suggestions for publication mechanisms in accordance with REP requirements.

4.7   Each set of guidance, which ranged from a two page document to a 40 page submission, was examined and the above criteria were applied to provide a comprehensive picture of the content of guidance currently being followed in Scottish schools.

4.8   There were significant differences in some of the approaches taken by EAs. Three EAs simply included a racist incident monitoring form within the appendices of their REPs with no explanatory guidance. Three other EAs incorporated the recording of RIs within more generic policies; one within their anti-bullying policy; one within their anti-social behaviour policy and the other within their indiscipline and exclusion policy. In all cases there was no mention of RIs until the wording appears on a monitoring form in the appendices. Therefore six EAs are taking very limited action to address the specific needs of RIs and to guide schools in monitoring them effectively.

4.9   The other 26 EAs, to varying degrees, cover aspects of dealing with RIs within their guidance to schools and the remainder of this section looks at how this applies to each of the four elements identified in 4.6, across the 26 EAs.

Table 4.1: Types of Recording Systems	
TRIWES-STYLE	12
MARIM-STYLE	6
ANTI-BULLYING	5
ANTI-SOCIAL BEHAVIOUR POLICY	1
INDISCIPLINE & EXCLUSION POLICY	1
RI AS PART OF REP	6
STANDALONE RI FORM	1

Rationale

4.10   The majority of the EAs (23) do not provide any rationale for recording and monitoring RIs. In some cases information was provided about the race relations legislation but generally the guidance launched straight into a definition of a racist incident and the detail of how to record and complete the monitoring forms.

4.11 There were some exceptions to this approach; three sets of guidance explained the value and purpose of collecting, recording and monitoring RIs. A more significant number, seven, did link the need to address incidents to the effect that incidents can have on the local community with others mentioning the school's responsibility for the care and welfare of all the pupils; the negative impact RIs can have on a pupil and the need to prepare pupils so that they can positively contribute and perform as a citizen in today's pluralist society.

4.12 On a few occasions the guidance was grounded within the local context, linked to local policies, local research as well as the broader picture like the National Priorities in Education and standards in schools.

4.13 Within the group of EAs that provided a rationale, links were also made to the REP and the legislation that applies to racial harassment, e.g. the Crime and Disorder Act 1998, as well as referring to the amended Race Relations Act 1976.

4.14 However, looking at the overall picture, the explanation or preamble that would serve to encourage or convince teachers of the need to record, monitor and address RIs is weakly conveyed.

Identification of Incidents

4.15 Of the 26 sets of guidance that specifically address dealing with RIs, 18 provided a definition of an RI, 17 of these used the one identified in the MacPherson Report[10]:

"*any incident that is perceived to be racist by the victim or any other person*"

4.16 One EA provided a different definition stating that:

- *"incidents may be considered racist where the victim feels that a racist incident has taken place or a person from an ethnic minority background has been involved".*

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[10] Stephen Lawrence Inquiry: Report of an inquiry by Sir William Macpherson of Cluny, 1999

4.17 The types of RIs varied from one EA to another. Some identified up to 14 different types of incidents (often providing a clear indication of the behaviour or actions that would be displayed, like ridicule of an individual for cultural reasons) others only listed two kinds of incident.

4.18 The four[11] EAs following anti-bullying guidance request more details on the incident in terms of location, timing and actions taken, but do not allow for the recording of incidents like graffiti, badge-wearing etc. This can lead to some incidents going unreported, if viewed as one-off or if there is no specific pupil affected by the racist behaviour.

Process for Recording Incidents

4.19 In most cases, the recording system is the most robust element of the guidance. Yet, as with the other elements, the content is significantly different across the range of EAs.

4.20 For those EAs (6) that belong to a MARIM group the process was lengthy and very detailed in recording the incident, location and the particulars (age, gender and ethnicity) of the victim and the perpetrator. There was clarity about who has responsibility for reporting the incident and in some cases specific timelines are stipulated. These forms appear very formal and are designed to be used by a number of agencies, e.g. the police, health service, etc. Therefore whilst the action taken following an incident was requested on the form, there was no guidance to suggest follow-up action. This is because this is a more generic tool.

4.21 The 12 followers of the TRIWES-based system had a much shorter monitoring form to complete which was specifically designed for reporting incidents in schools. The brevity of the monitoring report might restrict the amount of detail collected. Unlike the MARIM system, the guidance provides suggestions for supporting the victim, dealing with the perpetrator and preventative measures within school that relate to the school ethos, the curriculum and opportunities to recognise and celebrate diversity.

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[11] This does not include the one EA that uses an anti-bullying policy that has no mention of RI other than an option to tick a 'racist' box

4.22 The reporting structure for those remaining 14 EAs not following the TRIWES or MARIM based systems varied quite significantly. In one or two good examples, information additional to the details on the TRIWES form was requested about:

- the action provided to support the victim;

- the level of parental involvement;

- the follow-up preventative work that was done;

- the timing of the review to assess the effectiveness of the follow-up action.

4.23 In this group, key elements relating to the incident also varied. For example one monitoring form only recorded the names of the victim and the perpetrator but not their ethnicity, age or gender. Others sought more information, like the religion of the victim and the perpetrator.

4.24 Across all sets of guidance most approaches were normally accompanied by a flow chart which summarised the process. The timeframe (when specified) for recording and reporting the incident varied from monthly, termly to annually.

Proposed School Actions

4.25 This is the area that the majority of the guidance fails to address, particularly the MARIM-type systems where the forms and approach are designed to be used by a range of agencies. In the 14 cases where there is an 'actions section' the recording form asks about action taken immediately after the incident and has prompts like counselling, school discipline, parent/guardian involvement. A couple also have a greater focus on school activity like circle time[12] and personal and social education (PSE).

4.26 Four EAs provided sample letters to send to parents to inform them of the incident but no further practical guidance is provided or additional support that parents might need to access.

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[12] A model involving an ongoing process of Circle Meetings for adults and children, at which the key interpersonal and organisational issues that affect school development can be addressed.

4.27 Actions that were identified within guidance rarely went beyond addressing the immediate incident and, whilst some EAs suggested reviewing school ethos and curricular content, practical examples were not provided.

4.28 A more strategic approach to analysing the data and cross-referencing against other performance measures is mentioned by just two EAs. Again, this is generally an area that is overlooked.

Summary

4.29 Across the 32 sets of guidance there are elements of good practice which could be brought together to form a comprehensive document that provides practical guidance and a thorough understanding of the need to monitor and address RIs and how best to do that. However no individual set of guidance comprehensively addresses the four areas which they were assessed against. The areas least well addressed were:

- the rationale for recording RIs; and

- follow-up actions on a school-wide level to address and monitor racist behaviour and its impact.

4.30 There is clearly a need to produce material that can assist schools with the interpretation of the data and increase ownership of the monitoring of RIs so that preventative work within the school can be carried out as well as effective follow-up work with parents and pupils affected by racist behaviour.

4.31 This need for more comprehensive guidance is further highlighted during the case study visits which are discussed in the next section.

5   CASE STUDY VISITS

Introduction

5.1   The final element of the research for phase one of this project was to conduct detailed case studies within a selection of schools and EAs. This was intended to identify the level of understanding within schools and the range of policies and practices employed in tackling racist behaviour and incidents in schools.

5.2   Seven EAs were identified based on their location, population make-up, geographical size and density of population.

5.3   The EA lead person on equalities within each of the 7 EAs was interviewed to discuss the EA-issued guidance and support to schools, the reporting mechanisms for recording RIs and the links to the wider local structures and requirements in their REP.

5.4   Schools from within these EAs were identified by EA staff and contacted at the end of the summer term to secure their commitment to participate in the research at the start of the new academic year.

Schools Participating in the Case Study Visits

5.5   A total of 33 schools participated in the case studies during September and October 2005. These are broken down by school type in Table 5.1.

Table 5.1: Case Study Schools			
	Secondary Schools	**Primary Schools**	**Special Schools[13]**
Education Authority 1	2	2	
Education Authority 2	2	4	
Education Authority 3	2	2	
Education Authority 4	1	2	
Education Authority 5	2	2	
Education Authority 6	2	3	
Education Authority 7	3	3	1

5.6 Within each school a variety of discussions took place with head teachers, members of the teaching and non-teaching staff and the pupils, numbers of each are displayed in table 5.2 below. The discussions were centred on semi-structured questions which covered the same themes but allowed for flexibility to recognise the schools' individual approach.

5.7 The information from these meetings provided a valuable insight into how incidents are tackled at a school level. The findings from the case studies are discussed in the remainder of this section. All responses have been anonymised.

Table 5.2: Case Study Participants		
Head teachers & Teachers	**Non-Teaching Staff**	**Pupils**
64	14	51

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[13] Only one special school was involved in the case studies and therefore responses by school type are identified by primary and secondary schools only.

Case Studies with Schools

5.8 The majority of schools acknowledged the systems for dealing with RIs developed by their EA and some appeared to be making links on the issue within the curriculum. Overall there was general support for the approach but there were very distinct differences in how RIs were tackled within and across EAs that range from the interpretation of an incident to the recording and handling of it.

5.9 Nevertheless, there were a series of challenges and issues that were common to many schools that, if addressed, could significantly improve the consistency of reporting and provide school staff with additional support and guidance to deal more effectively with this agenda.

5.10 Responses from consultees have been broken down and addressed under the following areas:

- defining RIs;

- process for recording and monitoring RIs;

- systems and approaches for addressing incidents and supporting pupils;

- barriers to addressing RIs;

- the anti racist toolkit website: *Educating for Race Equality – a Toolkit for Scottish Teachers;*

- reference and supporting materials;

- future support and assistance.

Defining Racist Incidents

5.11 The EA-guidance is relatively consistent in providing the same definition for a racist incident. As discussed in the previous section, 51% of EAs use the definition that was introduced in the Lawrence Report[14] "*any incident that is perceived to be racist by the victim or any other person*". However, as will be shown in this section, the application of this definition was much less coherent.

5.12 There appeared to be an element of confusion within some of the schools as to what constitutes a racist incident. Head teachers and their staff gave varying responses when asked for a definition[15]. In some cases this included reference to sexual orientation, beliefs and even hair colour.

5.13 For others the issue of intention often influenced their handling of the incident, e.g. if the racist incident was based on ignorance and not malicious then it was not recorded. The use of the 'unintentional' category was widespread in schools and this practice was often supported by the guidance issued by the EAs. One teacher said, "*I don't know if I'd report it. I know I'd make my own judgement if it's racist or whether it's just personality or ignorance and it just popped out*".

5.14 Repetition was another factor that was considered by many schools when identifying an incident. If it was a 'first time offence' or occurred less than three times then it was sometimes not catalogued as a racist incident.

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[14] Stephen Lawrence Inquiry: Report of an inquiry by Sir William Macpherson of Cluny, 1999
[15] See Appendix D for a list of definitions provided by consultees

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Case Study 1
School A is a medium-sized secondary school in an urban area; it has a small transient ME population and has recorded no RIs in the last 12 months.
Management within the school is aware of the process in the EA guidance, as the head teacher stated "*if a child comes to me and says something is racist then I have to record it*".
However, in practice, management staff take the decision whether an incident is racist. Unrecorded RIs are often dealt with in the same manner as relationship problems; with management stating the view that recording RIs does not help the school tackle them. "*Our issue with recording is that it's for statistical purposes and nothing else, it doesn't help us with it…there are all sorts of incidents and you could start categorising them, or you can just get on and deal with them.*"

5.15 In the above school, the process for recording incidents varies from between staff, with some indicating that a RI would only be referred to senior staff if it was sufficiently serious. In addition, school management appear to have little faith in the relationship between recording of RIs and the addressing of these. The 'disconnection' between the 'vehicle' (monitoring of RIs) and the 'response' (addressing the occurrence of RIs) was a common theme across the case study work.

5.16 Only a small number of heads/teachers were familiar with the definition that relates to the victim's perception of the incident being racist (and the one commonly used in the EA guidance). This definition by Macpherson[16] was in response to the need for authorities, including the police, to see incidents from the perspective of the individual reporting the incident. It recognised the perception in the communities that such complaints were not being taken seriously or that their acceptance was dependent on a frequently white police officer's view of what constituted racism.

5.17 Very few teachers were in agreement with the Macpherson definition of an RI. Most were uncomfortable with being unable to interpret and reach the decision as to the nature of the incident. They felt that the definition went too far in enhancing the perception of the 'victim' over anyone else's judgement.

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[16]Stephen Lawrence Inquiry: Report of an inquiry by Sir William Macpherson of Cluny, 1999

5.18 Nearly all the pupils in both primary and secondary schools had some understanding about racism. At the most basic level it was described as "*being unkind to someone with different colour skin*" with secondary school pupils showing their appreciation that racism extends to non-visible minorities like people form Northern Ireland or Gypsies/Travellers. Many pupils could provide examples of incidents they had witnessed within school, some which had been reported, and others which had not.

5.19 Discussions with staff, as well as the pupils revealed that a number of incidents were going unreported in the case study schools. Based on the detail in the EA guidance, the results of the postal survey and the visits it is probably a realistic reflection of what is happening across the school sector as a whole. Indeed, during the discussions with staff it was highlighted that a number of RIs had not been recorded. This was sometimes because at the time it had not been not recognised as one, it was felt that it was "*kids being kids*" or there was reluctance to "*escalate matters*" by reporting it to the EA. These barriers to recording incidents are explored further in this section. This suggests that the identification and recording of RIs in schools is not reported accurately.

Process for Recording and Monitoring Racist Incidents

5.20 Most of the schools that participated in the case study phase of the research were aware of the EA's process for recording RIs. Out of the 33 schools, eight had not recorded any incidents in the last academic year and five did not know how many incidents had occurred because the process and guidance had not been applied.

Table 5.3: Number of Recorded Racist Incidents in Case Study School		
Don't Know or zero	**1-5**	**6-9**
39%	58%	3%

5.21 Incidents were generally reported by pupils but also by non-teaching staff, e.g. playground assistants, and teachers. They were normally passed to the head teacher or a member of the senior management team (SMT) who had responsibility for recording the incidents. The approach of the SMT appeared to set the tone for how the rest of the school staff responded to and addressed RIs. "*The only area where I follow EA guidance or systems is in two things, child abuse and illegal drugs and that's because the law is going to get involved. To be honest any school worth its salt knows how to approach this stuff with kids in a sensible way*"

5.22 The HT/SMT approach was sometimes influenced by the EA. In areas where the procedure was very clear and the importance of collecting information had been stated, schools completed returns regularly, e.g. every month. However the accuracy of such returns is questionable given the likely level of under-reporting.

5.23 In other EAs where there was less focus and encouragement in this area, some schools were not following any recording system and had not submitted information on incidents in recent years. This situation did not appear to be the subject of any form of follow-up and scrutiny by some corresponding EAs.

Case Study 2
School B is a large secondary school in a suburban area; it has a very small number of ME pupils and does not record RIs. The school does not use the EA guidance or send any returns to the EA but is now aware of the process. Their HMIe inspection highlighted the need to address this area and race equality is now part of the school's development plans and priorities for the academic year. This work is being taken forward by an equality working group and the appropriate policies, systems and procedures are being developed to address race equality and the other equality strands.

5.24 The low number of recorded incidents across the schools meant that there was little practical experience or knowledge of the specific EA-devised process beyond the senior managers, within schools.

5.25 In those EAs where the schools made maximum use of the Phoenix management system there were clear opportunities for the recording of RIs to be incorporated into the existing school monitoring systems. However there was no evidence that this was happening at EA level. One head teacher said "*the EA has access to the information we input into Phoenix, so why not use this tool and have the form attached to the management system*".

Systems and Approaches for Addressing Incidents and Supporting Pupils

5.26 All schools had clear systems for managing the behaviour of their pupils which ranged from zero tolerance to a restorative approach towards unacceptable behaviour.

5.27 Most schools adopted a similar approach to dealing with RIs as they did with bullying. This generally involved investigating the incident, speaking to the pupils involved, contacting parents (when deemed necessary) and addressing the behaviour through a number of activities e.g. talking to the individuals involved, circle time, assemblies or during PSE.

5.28 As identified in the previous section, some EA guidance is directly linked to an anti-bullying model. It was generally noted in schools that whilst bullying is more widely recognised as a phenomenon which can and does exist, the presence of racism was less widely acknowledged. This can lead to non-reporting when there is no direct pupil involved, e.g. where derogatory terminology has been used between classmates during discussions. It was also noted that the presence of ethnic minority pupils was generally a key element for most RI to be considered. This reduces the potential for schools to identify the wide range of RIs that can occur, even where there are no minority ethnic pupils attending the school.

5.29 With the exception of two schools, most guidance or information to parents did not include reference to EA or school policy on RIs. The effect of this was to leave potentially fraught conversations until there was a crisis point in which parents had to become involved. In these moments of heightened tensions, it is not the best time to have a discussion on attitudes to racism and racist behaviour. Therefore the on-going management of parental awareness and involvement appears to be an issue which requires further consideration in schools.

Case Study 3
School C is a large primary school in a suburban area with a relatively large proportion of ME pupils, at a quarter of its roll. The school management state that the EA guidance is followed 'to the letter'. RIs can be identified by anyone and are recorded on the EA form. Both the EA guidance and the school's approach recognise the distinction between intentional and unintentional racism, minor incidents and repeated ones. Therefore although all incidents would be recorded, the school is of the view that each incident must be analysed to understand the motivation and severity of an incident and take appropriate action, which in some cases may be very low-key. The school takes a proactive approach to tackle RI related issues 'head on', involving parents and speaking frankly if offence has unintentionally been caused. The school actively solicits ideas from ME parents to teach pupils about other religions and cultures and how to approach festivals. In addition parents must sign a contract with the school as mutual partners so that parents are aware that they are seen as part of the solution when any problems arise.

5.30 Most pupils were clear about the steps they would take in reporting any general incident. In secondary schools they would often go to guidance staff although there was more reluctance to report amongst secondary pupils and a reliance on their peers to support them. In primary schools the pupils seemed confident in approaching their teachers about any incident.

5.31 Specific support to pupils who had experienced RIs was not very evident. However, some schools, particularly secondary schools, often had a range of support mechanisms that they could access to carry out follow up work with the victim or the perpetrator, e.g. guidance teachers, children services workers, or buddy schemes.

5.32 In primary schools the additional resources to support pupils were less obvious. Where schools had access to bilingual support teachers, this was greatly valued but their time in the school was often limited to a couple of hours per week. So, in general, support in primary schools generally came from classroom teachers and assistants.

Barriers to Addressing Racist Incidents

Case Study 4
School D is a large secondary school in a semi-rural location. It has a small number of ME pupils on roll and has recorded no RIs in the last academic year.
The school curriculum featured elements of the wider society as referred to in national priorities and in particular how inequalities were perpetuated within the global economy. In other lessons there was recognition of the impact that locally sourced material can have in engaging pupils and raising the level of discussion as a result.
Staff tended to focus on the behaviour of ME pupils in so far as they were seen as reluctant to report incidents for fear of retribution or fear of not fitting in. In addition, there was some concern expressed that the definition of a racist incident was seen as conferring greater emphasis on feelings and perceptions rather than facts.

5.33 There was a host of challenges that impacted on how racist behaviour and recording incidents were handled. The staff and pupils highlighted many of these issues which are detailed in table 5.4, overleaf, and have been grouped under the following headings:

- ambiguity / lack of awareness of process;
- disincentives to record/report;
- process barriers;
- other.

Table 5.4: Barriers to Addressing Racist Incidents

Ambiguity/lack of awareness of process

- A lack of clarity amongst teaching and non-teaching staff around what constitutes a racist incident
- A lack of confidence and experience of dealing with incidents
- Lack of clarity about the use of the information within the EA "*where does the form go?*"

Disincentives to record/report

- Pupils' lack of faith in the system and therefore a fear that reporting it will make it worse
- Concerns about the publishing of results "*probably ends up in some league table and then the press get hold of it*"
- Lack of conviction that the approach was the right way to address incidents "*this approach only generates numbers. Doesn't really tell us anything*"
- Drawing attention to the individual ME pupil if an incident is reported
- Branding a child a 'racist'
- Judgement difficulties when there are no other witnesses and decision based on both sides of the story
- Unwillingness to report incidents outwith the school for fear of building it into a more serious issue – the potential repercussions
- Reactions from parents if pupils are tackled about behaviour that their parents consider acceptable and accept at home, e.g. use of derogatory terminology
- Deeming the behaviour to be "*just kids, being kids*"

Process Barriers

- The content and/or design of the procedure/form "vagueness of the guidelines" , "the form puts you off, there's not much room for a school level incident on it", "the form glorifies it"; "MARIM form too long"
- Time pressures to deal with incidents
- 'Getting lost' by recording in school behaviour management systems, e.g. incident book, Phoenix Incident Manager
- Lack of support from the EA "*the authority seems to think its role is to get the stats and occasionally do an in-service day*"

Other

- A 'no problem here' culture "*because the school is very multi-cultural, it doesn't happen here*"
- Staff attitudes – might hold similar views to some parents/pupils

5.34 The participants in the case studies felt that most of these barriers and challenges could be addressed with a combination of more robust support and guidance from the EA, a clear steer from key organisations like Learning Teaching Scotland (LTS) and HMIe and a reliable source of practical advice and teaching materials. These comments are further examined later in this section.

The Anti Racist Website Toolkit: *Educating for Race Equality – a Toolkit for Scottish Teachers*

5.35 All head teachers and their teaching staff were asked about their awareness and use of this toolkit. The majority of the teaching staff were unaware of it and as a result had never used it. Where there was a level of awareness (11 head/teachers within six schools) this was often because the discussions around the case study had alerted head teachers and their staff to this resource and they had accessed the toolkit as part of their preparation.

5.36 There were, however, four exceptions. One EA had heavily promoted the tool to schools and encouraged use of the toolkit within the school environment so three head teachers had accessed the resource but could not remember if it related to a specific reason. Another deputy head teacher had looked at it when it was first launched and found the information useful in assisting them to understand the legal context and in the early days of developing policies but had felt that they now required "*something more advanced which the website doesn't offer*".

Reference and Supporting Materials

5.37 Teachers relied on a range of materials to support their understanding of race equality and the teaching of anti-racist education in the classroom and preventative approaches to racist behaviour. This varied in each school and was generally influenced by:

- the services available locally, e.g. in one area some schools accessed materials from a One World Centre;

- the level of support from the EA;

- the level of awareness of particular members of staff.

5.38 Materials had been sourced from internet searches, purchasing products from England e.g. *Throwing Stones*[17] or from responding to targeted marketing of particular books like the Essential Articles Series[18]. Eight schools had been involved with *Show Racism the Red Card*[19] and found that a useful campaign because of the links to football teams and interest that pupils had in the sport. Therefore this was felt to offer a very real and relevant context.

5.39 The CERES-produced *Race Equality Audit for Schools*[20] was cited as a useful tool for assessing the appropriateness of current resources and five schools appeared to be using this resource to help them to develop their school's plan for addressing race equality.

5.40 One teacher had accessed information on the *One Scotland Many Cultures*[21] website and several teachers mentioned the recent HMIe publication *Promoting Race Equality; Making it Happen*[22] and were aware of, but did not use the HGIOS Inclusion and Equality document.

5.41 Across most school settings there was no real evidence that schools had at their disposal a wide range of resources, tools and techniques to address race equality education. Many of the materials which did exist were not tailored to the local context.

Future Support and Assistance

5.42 Most teachers recognised the need for more support to build up their expertise and confidence in this area.

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[17] An anti-racist teaching guide for 9-13 year olds produced by Leicestershire Constabulary in 2003
[18] Produced by Carel Press and address diverse range of topics for use in the classroom
[19] anti-racist charity established in 1996 with the aim of using professional footballers as anti-racist role models
[20] A self evaluation resource produced in April 2004 to complement the HMIE document "How Good is Our School? Inclusion and Equality: Promoting Race Equality"
[21] www.onescotland.com
[22] Published by HMIE March 2005

5.43 There were a number of common responses about the form that future assistance could take. Teachers frequently noted that 'time' was an issue in dealing with anti-racist education, suggesting that this was still an 'add-on' to the curriculum. More resources was also a popular response and the specifics of these included:

- **teaching materials** for the different age ranges and different local settings (e.g. all-white schools, rural areas) that focused on anti-racist education;

- **robust guidance** on dealing with incidents with practical examples that gives staff an understanding of racism and how it manifests itself, while equipping them with the confidence to recognise incidents and address them effectively;

- a **guide to existing resources** that gives some indication of the quality of the materials so that teachers can make an informed choice;

- a **stock take** of the range of guidance, advice and curriculum materials available from LTS

- increased opportunities to **identify and share good practice** in schools across EA areas;

- **dedicated resources** for race equality and equalities more generally;

- **clarity from HMIe** about expectations during inspections and their involvement in following up and monitoring progress;

- **awareness-raising sessions** and practical guidance (e.g. basic information like acceptable terminology) for all school staff.

5.44 Two teachers also proposed that a CPD module on anti-racist education would be a useful option for teachers, rather than the one-off approach delivered during in-service training.

Case Studies with Education Authorities

5.45 Interviews were held with the named equality contacts within seven EA areas.

5.46 The discussions were informative and re-affirmed the different approaches taken across EAs that had already been highlighted in the analysis of the guidance documents. The seven interviews revealed very diverse pictures in terms of the level of resource, support, knowledge and the commitment from senior management to race equality work. Some of these differences are captured in the case study examples.

Case Study 5
Education Authority A has a well-established reporting system and central resource by way of support to schools. There were less than 30 reported incidents across the authority in the previous reporting year. All report forms are written up and sent directly to the authority as soon as possible after the RI has occurred. The EA is a member of a multi-agency group where incidents are reviewed. However, there is no reporting or discussion of reports within the authority structure itself. Schools are required to return incidents to the EA, but non-returns are not followed up. Whilst there is regular reporting in relation to individual incidents there is no annual return required. As a result, it was felt that under-reporting persisted in certain schools and that many schools held the view that there was not a problem with racism, as a result of the low number of recorded incidents.

5.47 A wider issue persists across EAs in relation to the number of recorded RIs. Due to a lack of credibility regarding the identification and recording of all RIs, it is clear that the annual numbers of incidents collated by the EAs are not offering a realistic overview or a reliable evidence base by which schools or EAs can take forward the work on the anti-racist agenda.

5.48 This approach to the race equality agenda and the focus of the EA was generally reflected within school practice in related localities - although sometimes there were contradictory messages coming from some EAs and their schools, for example, differences about the 'official' and 'unofficial' approach to recording incidents. This brings into question, at least in some EAs, the credibility of the EA guidance.

5.49 The total number of RIs recorded across EAs ranged from four in one authority to 135 in another. However, the accuracy of this data is questionable; on more than one occasion the total number provided by the EA was less than the sum of the individual number of incidents supplied by the handful of schools visited in the EA area.

Case Study 6
Education Authority B uses a generic form in all types of establishments, not only schools, to record RIs. The EA staff member, along with head teachers in the area, agrees that the monitoring form in use is not straightforward.

Schools are required to return incidents to the EA, but non-returns are not followed up and the EA was unable to provide the total number of incidents that had occurred in schools across its area.

The EA staff member has tried to raise awareness and understanding of what RIs are and how they manifest themselves in school but emphasises the need to take a 'softly, softly approach' to avoid alienating schools and staff.

Consultation with schools in the area shows that the EA has, in contradiction to the guidance, advised some schools to only report incidents if they are repeated and condones the non-reporting of 'minor' or 'one-off' incidents. |

5.50 EA contacts identified similar types of barriers to recording incidents that school staff had reported. These were:

- resources;
- lack of understanding;
- lack of confidence amongst teaching staff;
- 'no problem here' culture;
- lack of regular exposure to this area of work.

5.51 Some EAs chased up non-reporting schools and analysed incident data regularly to look for trends and patterns whereas others did none of this. With regard to publishing results of monitoring, which is a requirement of EAs under the legislation, there was the same variety in response. Some do not release the figures at all, some report in committee documents that are in the public domain, and two publish the data collectively with their external partners.

Case Study 7
Education Authority C reported 135 incidents in the last academic session and this is considered an underestimate. Analysis, which is conducted on a regular basis shows that only one incident was physical and most were verbal abuse or name-calling.
The form for recording incidents places an emphasis on the description of the incident and schools are encouraged to take educational actions rather than just disciplinary ones. Incidents recorded include those reported in confidence where no action was taken at the request of the victim.
Race equality co-ordinators are visited routinely by EA staff twice a year to discuss incidents and race equality and support to schools is readily available.

5.52 EA contacts made some suggestions for future support and guidance and these centred on:

- increasing staff confidence for example, through training materials and CPD modules;

- clear and consistent guidance with simplified forms;

- greater inter-authority working to share expertise and good practice;

- critical role of HMIe in encouraging, supporting and monitoring progress;

- better access to 'experts', e.g. CRE, CERES and others delivering this work.

5.53 In general, the EA contacts recognised the strengths and weaknesses of their individual approaches and welcomed the development of future resources that would assist them and their schools to effectively address racist behaviour and deliver anti-racist education in the classroom, while helping them to meet their legal obligations.

Summary

5.54 The key issues from the case studies include:

- further clarity needed on what constitutes an RI;

- the disconnection between the mechanism for recording incidents and the action to address them;

- clear evidence of under-reporting of RIs;

- indications that EA guidance is known but not always followed;

- no obvious correlation and analysis of data at EA level or feedback to schools;

- an apparent absence of on-going management of parental awareness and involvement in relation to school policy on tackling racism;

- a range of barriers that are in place which appear to prevent schools from engaging effectively with the process of identifying, recording and reporting RIs. These are classified as disincentives, process barriers and ambiguity/lack of awareness;

- the majority of teachers were unaware of the anti-racist toolkit website and so had never used it;

- a general lack of purposeful and relevant learning materials within schools which had been tailored/adapted for local use;

- a lack of reliability of annual aggregated analysis of RIs (where this occurred) at EA level due to likely under-reporting across schools and in some cases the absence of figures from some schools;

- teachers identifying a number of areas for future support which include robust guidance, clarity from HMIe, opportunities to identify good practice, and access to "experts".

6 SUMMARY AND RECOMMENDATIONS

6.1 Phase 1 of this project sought to provide an assessment of the effectiveness and impact of the anti-racist toolkit website[23] and the practice employed in schools and EAs to deal with RIs. The case studies, the analysis of the EA guidance and the postal survey provided a rich source of information and detailed insights into the current ways in which schools and EAs address this agenda.

6.2 This section will:

- summarise study findings;

- identify a number of recommendations that could promote and distribute good practice guidance and assist schools and EAs in developing a thorough understanding of how to identify and effectively tackle RIs;

- identify actions for phase 2 of this project.

Summary of Study Findings

Postal Survey

6.3 This highlighted that:

- 74% of respondents were aware of the anti-racist toolkit;

- 24% of respondents used the anti-racist toolkit website;

- 92% recorded RIs; the most common number of incidents between August 2003 and July 2004 was zero (62%);

- Primary schools are most likely not to record RIs or to record zero incidents.

Anti-racist Toolkit Website Analysis

6.4 This element of the project revealed that:

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[23] *Educating for Race Equality – a Toolkit for Scottish Teachers*

- it is a useful basic source of information;

- it requires significant updating to reflect policy and legislative changes since its creation in 2001;

- the role of the website as a toolkit requires the inclusion of more practical materials.

Process for Recording Incidents- EA Guidance

6.5   All 32 EAs pursued different approaches to recording RIs. However, there also seemed to be significant variations in the application of the guidance within authority areas which, in effect, has led to each school pursuing its own approach to recording and addressing RIs.

6.6   The links between the gaps in the guidance, which were identified in the desk based assessment, and the practice emerging during the case study visits was quite clear. The low importance attached to addressing this issue and recording RIs was evident in many schools, particularly where the 'not a problem here' was the prevailing view.

6.7   The ability and willingness to recognise RIs is also of concern and helps explain the under-reporting of RIs in schools. The majority considered the intention behind the incident as a determining factor (which can in effect downgrade unacceptable behaviour) and were at odds with an approach that centred on the person's perception of a racist incident. In addition there was a strong belief amongst some staff that the focus on formal reporting was a disincentive, particularly where there was a belief that it would result in further repercussions.

6.8   Other drawbacks identified included:

- non-reporting of incidents not being followed-up by EAs;

- reports of authority-wide figures not being published;

- limited action to analyse and respond to statistics, either directly or through the curriculum/pastoral system at EA and school level.

6.9 There was a handful of schools that were addressing RIs, but not necessarily in accordance with their EA's guidance. In these schools the head teacher and the SMT took a clear stance on tackling incidents and showed a commitment to taking preventative measures within the school to reinforce the unacceptability of racism. For example, the school's anti-racist approach was built into parental information leaflets and materials, involving parents of ME pupils in the planning or some school activities. These schools believed that this approach was effective in both preventing future RIs occurring and in addressing those which did.

6.10 Schools do not appear to be recording and monitoring RIs accurately and there is a need for more consistency across the country in the mechanisms used. It is not clear that current systems are entirely helpful, either at the school, authority or national level.

6.11 Without more creative use of examples, greater clarity on rationale and more focus on the impact on whole school activity, as required within the REP, there is a danger that the progress to date will be lost. This is because many teachers see the process as largely a form-filling exercise with no real positive outcomes or changes which occur as a result of recording RIs.

Support to Teachers and Access to Resources

6.12 The teaching profession, like many others, is still adjusting to the demands both of the changing society and the equality legislation. A regular theme for discussion during the case study visits centred on the issues of teacher confidence and competence. There remains a 'gulf' of trepidation which requires to be overcome. Together with an absence of purposeful and relevant learning materials, many teachers feel ill-equipped to address effectively the anti-racist agenda in the classroom.

6.13 There was very little awareness and even less reported use of the anti-racist toolkit website by schools participating in the case studies and responding to the postal survey. The website toolkit addresses the wider race equality issues, not simply RIs, and these materials need to be updated and developed to meet the requirements of staff working in very different school contexts and facing a range of diverse challenges. It needs to make links with the materials and resources that are available since its development. For example a re-worked toolkit could now be linked to the *One Scotland Many Cultures* website or the Scottish Schools Digital Network (SSDN), being piloted in summer 2006.

6.14 The need for support systems and resources that are appropriate, comprehensive and effective for EA and school level action will require support at a national level. The role of SEED and HMIe will be crucial in achieving this, providing a renewed impetus to this agenda. The race equality agenda needs to become more 'alive', accessible and real to the classroom teacher, in particular.

Recommendations

6.15 The research in the first phase of this project has clearly identified that the current approaches in place to record and address RIs need to be improved and has highlighted areas where schools and EAs could benefit from more support and assistance. The following recommendations are proposed in response to the needs that have been identified.

> **Recommendation 1: SEED should develop a national standard for recording and addressing racist incidents in schools**

6.16 Clear messages and expectations from SEED would start with a revised national standard for dealing with RIs in schools and associated guidance covering key areas such as rationale for recording incidents, definition, process, case studies, and parental involvement. Importantly, such guidance requires an emphasis on follow-up action, including review/evaluation.

6.17 Whilst this would not be statutory for all EAs and schools, HMIE would be able to assess local practice against the national standard.

6.18 The standard would complement any national monitoring system for racist incidents that might be developed by the Executive[24].

> **Recommendation 2: SEED should re-affirm the importance of, and rationale for, tackling racism in schools and provide a clear picture of where schools and EAs are and where they would like them to be in addressing race equality**

6.19 This could be a 'state of the nation' approach, where SEED would recognise the significance of addressing racist behaviour and the importance of delivering anti-racist education. SEED would also acknowledge the likelihood of an increase in recorded RIs in schools with the introduction of the national standard and would underline the need for an approach that analyses data collected and makes plans for curriculum responses, where patterns or themes were emerging.

> **Recommendation 3: HMIE should provide input in the development of the national standards so as to reflect their observations of common practice within schools and complement HMIe's priority actions for race equality issues**

6.20 The role of HMIE was clearly appreciated and understood by all consultees and the fresh interest on the issue of race equality in schools was seen as providing a welcome focus for many teachers. HMIe involvement would bring a valuable perspective to the development of the standards and ensure that the five key areas[25] that were highlighted in the HMIe report *Promoting Race Equality: Making It Happen:* are fully addressed.

> **Recommendation 4: A synopsis of existing anti-racist classroom materials should be produced that offers a short guide about their content, target audience, practicality and context for delivery**

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[24] (http://www.scotland.gov.uk/Resource/Doc/76169/0019378.pdf
[25] Pupil attainment, parental involvement, support for bilingualism, anti-racist education and staff development.

6.21 The case studies revealed the scarcity of relevant teaching materials. Teachers were given very little assistance on the quality or availability of materials and relied, in most cases, on their own ability to identify resources. These were often outdated texts (e.g. on South African apartheid) rather than ones that reflect the situations within today's society.

6.22 A common response from teaching staff during the case studies was the need for a variety of practical materials (lesson plans, videos, games, etc) that could be used with a range of pupil groups in settings where there are currently no ME pupils.

6.23 Schools need a simple but comprehensive guide to materials that are available and in which contexts they could be used; the synopsis could provide this compilation of current practical materials[26].

6.24 The recent production of the *Anti-Racist Curriculum for Glasgow: A PSD Approach for Primary Schools* is an example of new Scottish material that builds on the work carried out by Glendale Primary School in Glasgow. This would be a useful resource for some schools but it is crucial that teaching materials are selected that complement the context and community in which the school operates. A 'one size fits all' package is neither suitable nor attractive to all school settings.

Phase 2 Activity

6.25 On the basis of the recommendations, a series of actions are proposed to take forward phase 2 of this project. These are:

- the development of national standards;
- the establishment of a practitioners' working group;
- further development of the anti-racist toolkit website

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[26] This information may also be identified or developed through work in SEED-funded projects 3 and 4 both pilot projects, one is looking at Staff (school staff) Development on Equality, the other looking at Mainstreaming Anti-discrimination into the Curriculum

National Standards

6.26 A set of good practice national guidance would be produced that addresses the gaps and divergence within existing policies and offers a coherent and supportive set of materials that, at the very least, contain the following elements:

- **a clear rationale** – covering context, relevant legislation, national priorities and wider school policies, recognising the adverse impact that racism has on pupils both educationally and emotionally along with the wider school community;

- **incident definition** – basis of definition, what constitutes an incident, what it means in practice, the range of incidents and examples of how to handle them;

- **process for recording and reporting incidents** – development of a standard recording form with guidance about completion, and details on when and how to analyse, report and share the information within the school and beyond;

- **preventative and reactive school action** – guidance on the range of measures that should be taken when addressing incidents and wider school activity. This would include, for example, the lead taken by SMT and the methods by which the policy on racism could be communicated to staff, parents and pupils. In addition it could include guidance on the need for follow up action to be taken i.e. importance of reviewing/evaluating.

6.27 The national standard would also include a comprehensive briefing for EAs to address elements like assistance and guidance to schools, links with national standards and existing MARIM arrangements, use of Phoenix and clarify the position regarding incidents and repetition/intention.

6.28 The standard would be supplemented by additional supporting materials, (e.g. a user-friendly guide on appropriate and inappropriate terminology) for various target groups like non-teaching staff, parents, and school boards. It could also attach a comprehensive guide to available teaching resources/materials.

Practitioners' Working Group

6.29 Phase 2 would establish a practitioners' working group (PWG) that would be a point of reference and inform the development of the materials and guidance for the national standard as well as considering the practicalities of introducing revised systems or new practice into school and EA settings. The PWG would act in an advisory capacity and support the development of the national standards as well as lending credibility to the process.

6.30 The group would have regular input from other key contacts when necessary, e.g. representatives from other SEED funded projects, and would ideally consist of:

- an EA contact;
- a head teacher;
- a teacher;
- a non-teaching staff member;
- a parent;
- SEED contact;
- HMIe contact;
- YCL contact;
- teaching union contact;
- CRE or other "expert" contact.

6.31 The PWG's remit would be strongly grounded in addressing the practical elements to support how EAs and schools develop improved systems and outcomes to tackle RIs.

Future Development of the Anti-racist toolkit website

6.32 The areas for development of the website have been discussed in section 3 and low level of awareness and use of the resource by teachers is well documented from the case studies and the postal survey. The value of re-vitalising the toolkit, the feasibility of new materials being incorporated within the existing content and the possibility of making direct links with portals like *One Scotland Many Cultures* needs to be agreed in liaison with SEED and with greater knowledge of the dissemination of materials and information from projects 3, 4 and 5.

6.33 At this stage, it is proposed that consideration be given to a re-vitalised and re-branded anti-racist toolkit website that draws together materials from other projects and complements the dissemination plans for future SEED race equality work.

Summary

6.34 These actions would lead to the development of a well researched and practical set of resources and authoritative guidance to support schools and EAs to address racist behaviour and effectively tackle incidents. These actions are intentionally focused towards supporting EAs and schools to enhance their work in the race equality agenda, in a positive and meaningful way.

7   APPENDICES

Appendix A – List of SEED-funded projects

Appendix B – Example school postal survey

Appendix C – Website assessments

Appendix D – List of Racist Incident Definitions

Appendix E – List of Abbreviations

APPENDIX A
LIST OF SEED-FUNDED PROJECTS

Project 1: A Review of Guidance on Dealing with Racist Incidents

Project 2: Guidance on Dealing with Homophobic Incidents
Purpose - to review the practice that schools and Education Authorities (EAs) employ to deal with homophobic incidents, prejudice and harassment. The project will look to gauge awareness levels of staff and pupils in identifying and addressing such incidents and ensure that there is a consistent effective approach that will build confidence in recognising homophobic incidents and will allow incidents to be dealt with effectively.

Project 3: Pilot Project on Staff (school staff) Development on Equality
Purpose - the development and subsequent piloting of a model of staff development aimed at promoting equality and challenging discrimination in schools and fostering equality in the school ethos and environment, as well as bringing on board the school community**.**

Project 4: Pilot Project on Mainstreaming Anti-discrimination into the Curriculum
Purpose - a pilot project that will assist school staff to mainstream anti-discrimination into the curriculum. The project should focus on all aspects of the curriculum. The delivery of anti-discrimination education should also be considered.

Project 5: To Provide Training and Assistance to Education Authorities and Schools with taking forward RRAA duties
Purpose - to assist education authorities and schools to take forward duties set out in the Race Relations Act, as amended and the subsequent RRA 1976 (Statutory Duties) (Scotland) Order 2002.

Project 6: Research Equality in Education work
Purpose - to research the work of the Scottish Executive and partner bodies in the field of equality in education in Scotland, covering three separate areas:
- documenting past work and gauging how effective key areas of work have been;

- detailing current work and offering recommendations on how the impact and effectiveness of this work can be measured; and

- based on past and current work, offer recommendations for areas that future work should address.

Project 7: Promote the Educational Interests of Gypsies and Travellers
Purpose - to promote the educational interests of Gypsies and Travellers through taking forward key recommendations and objectives outlined in recent research and reports on Gypsy and Traveller issues.

APPENDIX B
EXAMPLE SCHOOL POSTAL SURVEY

SCOTTISH EXECUTIVE

**Scottish Executive Education Department (SEED)
Review of Guidance in Dealing with
Racist Incidents Questionnaire**

YORK CONSULTING

Section A – School Details

1) Name of School:.. 2) Education Authority Area:..

3) Type of School? *(Please tick one box only)*

Special (1)   **Secondary** (2)   **Primary** (3)

4) Number of pupils on roll: .... 5) Number of black and minority ethnic pupils:..........................

6) How would you classify your schools catchment area? *(Please tick one box only)*

Rural	Semi-Rural	Suburban	Urban
(1)	(2)	(3)	(4)

7) Number of pupils eligible for free school meals:..

8) Who is the lead person on equality issues in your school? ....

Section B – Awareness and Use of the Anti-Racist Toolkit

9) Are you aware of the web-based anti-racist toolkit: *Educating for Race Equality – a Toolkit for Scottish Teachers*? *(Please tick one box only)*

Yes (1)   **No** (2)

10) Have you ever used it? *(Please tick one box only)*

Yes (1) *Please go to Q11*   **No** (2) *Please go to Q18*

If you have used the toolkit:

11) Under what circumstances have you used the toolkit? *(Please tick one box only)*

To seek information after a potential racist incident has occurred	To clarify your approach to addressing an incident	For general information	Other – please state below…
(1)	(2)	(3)	(4)

12) Other please state:..

13) How often have you accessed it? *(Please tick one box only)*

Accessed once	Accessed on an ad hoc basis	Accessed regularly
(1)	(2)	(3)

14) Why have you used the toolkit? *(Please tick one box only)*

Contains clear and relevant information	Easy to use	Provides practical examples	Only information available	Other – please state below…
(1)	(2)	(3)	(4)	(5)

15) Other please state:..

16) Is there any other information or changes you would like to see within the toolkit? *(Please state below)*

....
....
....

17) Is the toolkit the main source you refer to for guidance on dealing with racist incidents? *(Please tick one box only)*

Yes ☐ (1)   No ☐ (2)

All Respondents:

18) What other guidance relating to racist incidents do you access? *(Please tick one box only)*

Childline guidance	Education authority guidance	Trade union information	HMIE guidance	Other – please state below…
(1)	(2)	(3)	(4)	(5)

19) Other please state: ....
....

Section C – Monitoring and Recording Racist Incidents

20) Do you record racist incidents in your school? *(Please tick one box only)*

Yes ☐ (1)   No ☐ (2)

21) How many incidents were recorded in the August 03 – July 04 academic year? *(Please write in the number or tick 'don't know')*

Number ☐ (1)   Don't Know ☐ (2)

22) What system do you use for recording racist incidents? *(Please tick one box only)*

Revised TRIWES	Multi-Agency/MARIM	Anti-bullying	Other – please state below…
(1)	(2)	(3)	(4)

23) What guidance does the school use for recording or investigating racist incidents? *(Please state below)*

....
....
....
....
....
....
....
....
....
....
....
....

24) Do you believe your mechanisms/approach to recording racist incidents *(Please tick one box in each row only)*:

	Yes	No
a) Provides you with an accurate overview of racist incidents in your school?	(1)	(2)
b) Helps you to consider how to address incidents in the future?	(1)	(2)
c) Are effective?	(1)	(2)

Thank you for taking the time to complete the questionnaire.

Please return the questionnaire in the pre-paid envelope by **6th June 2005**.

APPENDIX C
WEBSITE ASSESSMENTS

Website Assessment for Educating for Race Equality – a Toolkit for Scottish Teachers		
Questions to pose	**Prompts**	**Assessment**
PURPOSE		
Is there a clear sense of audience?	Target specified	Yes – specifically for teachers
Who set the site up and with what aims?	'About Us' section, funders, if relevant Clear aims	Homepage logos. No formal statement but clear from background information to project and current resource pages.
Is there a clear statement of purpose and how is that achieved?	From the aims, how are they to be achieved	No
Is there a visit counter?		No
Does the site state when it was last updated?		No
Any other externally validated quality indicators?	Bobby[27] approved	No
Is there a way of contacting the site with feedback?	Min – email User survey Feedback request Good practice request	General contact via email and postal addresses
ACCESSIBILITY		
Does the site have a site map?	Or detailed menu	Broad headings on homepage menu are clear and well defined
Is the site easy to navigate?		Yes
Are hyperlinks active, relevant and appropriate?		Yes
Is reference material relevant and appropriate?		Yes, but limited in range and pre-dates changes to the legislation and the research and guidance developed in recent years
Does page content rely solely on		Almost completely, but some graphics to delineate areas

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[27] Bobby approved means that website pages are checked for compliance against the World Wide Web Consortium's (W3C) accessibility guidelines

Website Assessment for Educating for Race Equality – a Toolkit for Scottish Teachers		
Questions to pose	**Prompts**	**Assessment**
text?		
Are graphics used effectively?	Emphasise part of the text, simplify a message, reflect detailed data	Some limited use of graphics
Is the overall appearance of the pages clear and well presented?	font size, uncluttered, excessive text, too few graphics, good use of white space	Font size a little small and text can appear to be crowded into small spaces, although space available to ameliorate appearance.
INFORMATIVE		
Is information presented in a logical way?	Background, context, rationale, case studies, practical material, resource list	Yes
Is the information presented accurate?	Up to date information, accurate data, definitions, research	Site would benefit from being updated. There is more recent research into the experience of ethnic minority pupils in Scotland, more recent work undertaken in England on the experience in mainly 'white' schools and the survey of pupils undertaken for the Children in Scotland, Scottish Executive and CRE Scotland conferences. There has also been recent guidance from HMIe
Does the site show awareness of current developments as well as best practice?	Can define best practice as well as highlight new research and latest guidance	A little outdated. Practice highlighted with implicit approval, no explicit assessment.
PRACTICALITY		
Does the site provide a rationale for	Clear on why a consistent	Issue of under-reporting given some emphasis. Would benefit

Website Assessment for Educating for Race Equality – a Toolkit for Scottish Teachers		
Questions to pose	**Prompts**	**Assessment**
addressing racist incidents and make clear links to educational priorities and connections to whole-school policies?	and co-ordinated whole school response necessary.	from more attention to the institutional responses on which the site originally focused by reference to Stephen Lawrence Inquiry and recommendations. National priorities clearly stated and examples provided of work from schools under many of the priorities are provided. However the link between effective responses to racist behaviour and the national priorities might be made more explicit for the intended audience. Those who might need to make a detailed case in support might need more information in this section.
Does the site provide a clear definition of a racist incident with practical examples?	Goes beyond definition of SL report. Covers intent and repetition	Provides definition used in the Lawrence Report and adds a little more in relation to impact. Might benefit from providing worked examples to give readers a clear idea of what practicalities might be.
Does the site provide a clear process for dealing with racist incidents?	Flow diagram indicating key stages	In some senses provides guidance on guidelines. There is reference to the need for schools to have policy and curriculum approaches and suggests awareness-raising as the first step. However no detail is provided on the site apart from a reference to CEC guidelines and a link. Clarity needed about whether the site is providing a signposting role or trying to collate guidance and practice into a workable approach for schools across the country.
Does the site provide clear guidance on monitoring, reporting and recording?	Who records, when, how and system to use. Frequency of reporting	No reference to GTC guidance from 2001 on policy.
Is advice provided about analysing and cross referencing the data to assist the school in the management of educational	Benefits and use of data, patterns to consider	Not addressed

Website Assessment for Educating for Race Equality – a Toolkit for Scottish Teachers		
Questions to pose	**Prompts**	**Assessment**
attainment and behaviour?		
Is the site clear about the need for support and follow up work to both victim and perpetrator and their parents and are examples provided?	Examples of letters to parents	Reference to the need to handle both 'sides' but little by way of strategies to do this or alternative options etc There does not appear to be any reference to the role of parents in the specific instance and more generally as part of the overall school ethos.
Does the site provide a range of suggestions for activity within the school to support positive race equality environment?	curriculum, school ethos, staff development	Range of suggestions including curriculum and disciplinary
Are the examples provided realistic?	common situations like schools with low numbers/no ME pupils are covered	There are no detailed examples provided - case studies very general
Is documentation provided practical?	case studies	No model documentation is provided.
Does the site signpost users to a range of additional materials and resources?	Other sites, partner organisations, specific guidance e.g. HMIE how good is our school?	Some are provided but would again benefit from being updated. Would be of value to indicate content such as a brief synopsis rather than having to download first or surf other sites.

Website Assessment for – Kidscape		
Questions to pose	**Prompts**	**Assessment**
PURPOSE		
Is there a clear sense of audience?	Target specified	Specific targets – parents, children and young people, professionals
Who set the site up and with what aims?		Provides a history and aims section
Is there a clear statement of purpose and how is that achieved?		Yes
Is there a visit counter?		No
Does the site state when it was last updated?		No
Any other externally validated quality indicators?	Bobby approved, crystal mark	Member of Telephone Help lines Association
Is there a way of contacting the site with feedback?		User survey. Contact possible through a number of channels
ACCESSIBILITY		
Does the site have a site map?		Yes, has a menu system
Is the site easy to navigate?		Yes and has a site search facility
Are hyperlinks active, relevant and appropriate?		Yes
Is reference material relevant and appropriate?		Yes
Does page content rely solely on text?		To a large extent
Are graphics used effectively?	Emphasise part of the text, simplify a message, reflect detailed data	Emphasis on text

Website Assessment for – Kidscape

Questions to pose	Prompts	Assessment
Is the overall appearance of the pages clear and well presented?	font size, uncluttered, excessive text, too few graphics, good use of white space	Font slightly too small and could use more of the available space

INFORMATIVE

Questions to pose	Prompts	Assessment
Is information presented in a logical way?	Background, context, rationale, case studies, practical material, resource list	Good detail on background and context. Case studies presented and a good deal of additional resource material
Is the information presented accurate?	Up to date information, accurate data, definitions, research	Good general information.
Does the site show awareness of current developments as well as best practice?		News section provides details of current as well as forthcoming events

PRACTICALITY

Questions to pose	Prompts	Assessment
Does the site provide a rationale for addressing racist incidents and make clear links to educational priorities and connections to whole-school policies?		No
Does the site provide a clear definition of a racist incident with practical examples?	Goes beyond definition of SL report. Covers intent and repetition	Yes, under the section for professionals an information page on racist bullying highlights possible preventative steps, processes for dealing with incidents and measures to be considered as a consequence of an incident or number of incidents
Does the site provide a clear process for dealing with racist incidents?	Flow diagram indicating key stages	As above

Website Assessment for – Kidscape		
Questions to pose	**Prompts**	**Assessment**
Does the site provide clear guidance on monitoring, reporting and recording?	Who records, when, how and system to use. Frequency of reporting	Only superficially dealt with
Is advice provided about analysing and cross referencing the data to assist the school in the management of educational attainment and behaviour?	Benefits and use of data, patterns to consider	No
Is the site clear about the need for support and follow up work to both victim and perpetrator and their parents and are examples provided?	Examples of letters to parents	Yes
Does the site provide a range of suggestions for activity within the school to support positive race equality environment?	curriculum, school ethos, staff development	Yes, but limited to personal and social education
Are the examples provided realistic?	common situations like schools with low numbers/no ME pupils are covered	Yes
Is documentation provided practical?	case studies	Yes, if a little limited
Does the site signpost users to a range of additional materials and resources?	Other sites, partner organisations, specific guidance e.g. HMIe How good is our school?	A range of contacts and downloadable items on bullying in general, but less available on racist bullying

Website Assessment – The Anti-Bullying Network

Questions to pose	Prompts	Assessment
PURPOSE		
Is there a clear sense of audience?	Target specified	Yes. Homepage lists teachers, parents and young people
Who set the site up and with what aims?		Based at University of Edinburgh funded by Scottish Executive Aims to provide information on how to tackle bullying. Does not offer direct advice but encourages people to share new ideas so can be passed on.
Is there a clear statement of purpose and how is that achieved?		As above
Is there a visit counter?		No
Does the site state when it was last updated?		No, but has current date
Any other externally validated quality indicators?	Bobby approved, crystal mark	Yes, provides detail. Also has Google search capacity
Is there a way of contacting the site with feedback?		Yes, 'contact us' link
ACCESSIBILITY		
Does the site have a site map?		No, but a clear menu
Is the site easy to navigate?		Good clear news page with lots of hyperlinks
Are hyperlinks active, relevant and appropriate?		Yes, range of sources, material, research and practice examples
Is reference material relevant and appropriate?		Yes
Does page content rely solely on text?		No, it has a wide range of active links and good use of graphics

Website Assessment – The Anti-Bullying Network

Questions to pose	Prompts	Assessment
Are graphics used effectively?	Emphasise part of the text, simplify a message, reflect detailed data	As above
Is the overall appearance of the pages clear and well presented?	font size, uncluttered, excessive text, too few graphics, good use of white space	Yes
INFORMATIVE		
Is information presented in a logical way?	Background, context, rationale, case studies, practical material, resource list	Limited use of case studies and practical guidance on racist bullying
Is the information presented accurate?	Up to date information, accurate data, definitions, research	Sites and resources all appear up-to-date but nothing specifically on race
Does the site show awareness of current developments as well as best practice?		No and see above
PRACTICALITY		
Does the site provide a rationale for addressing racist incidents and make clear links to educational priorities and connections to whole-school policies?		Very clearly linked to CERES material. No, the site does not make clear links to national priorities and whole-school policies.
Does the site provide a clear definition of a racist incident with practical examples?	Goes beyond definition of SL report. Covers intent and repetition	Not particularly clear in relation to bullying and the law in relation to race

Website Assessment – The Anti-Bullying Network		
Questions to pose	**Prompts**	**Assessment**
Does the site provide a clear process for dealing with racist incidents?	Flow diagram indicating key stages	No
Does the site provide clear guidance on monitoring, reporting and recording?	Who records, when, how and system to use. Frequency of reporting	The site provides a general piece of advice to monitor and record all racist incidents. Beyond this, there is reference to listing possible responses
Is advice provided about analysing and cross referencing the data to assist the school in the management of educational attainment and behaviour?	Benefits and use of data, patterns to consider	No
Is the site clear about the need for support and follow up work to both victim and perpetrator and their parents and are examples provided?	Examples of letters to parents	No
Does the site provide a range of suggestions for activity within the school to support positive race equality environment?	curriculum, school ethos, staff development	No
Are the examples provided realistic?	common situations like schools with low numbers/no ME pupils are covered	N/A
Is documentation provided practical?	case studies	Refers site visitors on in general
Does the site signpost users to a range of additional materials and resources?	Other sites, partner organisations, specific guidance e.g. HMIe How good is our school?	Some signposting on the issues but a little data and somewhat limited in range

Website Assessment - Don't Give it, Don't Take it anti-sectarian website		
Questions to pose	**Prompts**	**Assessment**
PURPOSE		
Is there a clear sense of audience?	Target specified	Clear groups targeted at homepage
Who set the site up and with what aims?		Not immediately clear from homepage Broad stated aims to raise awareness & provide materials
Is there a clear statement of purpose and how is that achieved?		Background pages add to the sense of purpose as well as by detailing the development of the site
Is there a visit counter?		No
Does the site state when it was last updated?		No
Any other externally validated quality indicators?	Bobby approved, crystal mark	No
Is there a way of contacting the site with feedback?		No
ACCESSIBILITY		
Does the site have a site map?		Yes
Is the site easy to navigate?		Yes
Are hyperlinks active, relevant and appropriate?		Yes
Is reference material relevant and appropriate?		Yes
Does page content rely solely on text?		To a large extent
Are graphics used effectively?	Emphasise part of the text, simplify a message, reflect detailed data	Aside from hyperlinks, mostly typical, solid text
Is the overall appearance of the pages	font size, uncluttered,	Text heavy and does appear restricted to the top of pages

Website Assessment - Don't Give it, Don't Take it anti-sectarian website		
Questions to pose	**Prompts**	**Assessment**
clear and well presented?	excessive text, too few graphics, good use of white space	
INFORMATIVE		
Is information presented in a logical way?	Background, context, rationale, case studies, practical material, resource list	Good detail on background and clearly targeted audiences for specific sections/pages
Is the information presented accurate?	Up to date information, accurate data, definitions, research	Appears to be up-to-date
Does the site show awareness of current developments as well as best practice?		Reference to the independent review of marches and parades and Sir John Orr's report published in January 2005. Attempts to define best practice. Notoriously difficult to pin down but the focus seems to be on intention and aspiration, broad objectives and some elements of delivery yet does not mention the kind of outcomes that might help to evaluate the merits of practice itself.
PRACTICALITY		
Does the site provide a rationale for addressing racist incidents and make clear links to educational priorities and connections to whole-school policies?		Starting point appears to be sectarianism is understood as being a negative thing. Does not appear to equip with rationale for tackling it. Does link to national priorities
Does the site provide a clear definition	Goes beyond definition of SL	Not strictly relevant but more broadly does provide general

Website Assessment - Don't Give it, Don't Take it anti-sectarian website		
Questions to pose	**Prompts**	**Assessment**
of a racist incident with practical examples?	report. Covers intent and repetition	illustrations.
Does the site provide a clear process for dealing with racist incidents?	Flow diagram indicating key stages	Does not take the same approach – N/A
Does the site provide clear guidance on monitoring, reporting and recording?	Who records, when, how and system to use. Frequency of reporting	No
Is advice provided about analysing and cross referencing the data to assist the school in the management of educational attainment and behaviour?	Benefits and use of data, patterns to consider	No
Is the site clear about the need for support and follow up work to both victim and perpetrator and their parents and are examples provided?	Examples of letters to parents	No
Does the site provide a range of suggestions for activity within the school to support positive race equality environment?	curriculum, school ethos, staff development	Yes
Are the examples provided realistic?	common situations like schools with low numbers/no ME pupils are covered	Yes
Is documentation provided practical?	case studies	Case studies are provided from schools
Does the site signpost users to a range of additional materials and resources?	Other sites, partner organisations, specific guidance e.g. HMIe How good is our school?	A range of additional resources are signposted and the site itself contains practical material

APPENDIX D
LIST OF RACIST INCIDENT DEFINITIONS

Definitions of Racist Incidents Given by EAs/Schools

"Anything which a parent or pupil perceives as being racist"

"Anything deemed offensive to an individual (e.g. graffiti, name-calling, clothing, reading materials)"

"Name-calling because of religion; excluding people because of skin colour; not liking someone because of skin colour"

"If someone made a comment or did something degrading to hurt someone, but there can be unintentional racism too, and when a person's background is used as a reason or weapon to hurt them"

"If a pupil calls names, what could seem to be teasing"

" targeting another child and behaving inappropriately towards them as a result of their race, colour, religion, sexual persuasion"

"It comes down to individual interpretation, even among my friends I'd say I hear things sometimes which make me think humm, you don't always tackle it though"

"It might be some sort of bullying and it might not be obvious that it's racist"

"To me it's only a racist incident if there's malice intended rather than just stupidity"

"Attach verbal or physical or on someone s group, its questioning someone's intelligence if you think they can't identify something racist"

"When someone is victimised in some way because of their race"

"Any anti feeling, name calling, pushing, shoving in fact abuse of any kind, it can even be moving school bags can't it"

"It could be physical or a remark about someone on the basis of their colour, origins, ethnicity, speak y'know where they come from. It could be more physical though couldn't it – noises, grafitti, showing pictures which are offensive"

"Something which is detrimental to someone else on the basis of their skin colour"

"Derogatory comments and name-calling"

"Well you need to ask yourself do you suspect it's racist or do you know?"

"Name calling or offensive writing"

"If a child's race or ethnicity is being used against them in an insult or a comment"

Definitions of Racist Incidents Given by EAs/Schools

"Anything mentioned… against race using derogatory terms...any exclusion"

"Saying things like Paki, calling coloured children blackie things like that"

"Verbal abuse, name calling, graffiti, badges, pushing or shoving. Anything directed at a child because of their race"

"Derogatory remarks toward someone of a different colour"

"Anything that upsets anyone in terms of equality"

"Certainly name calling, I'd put it under the umbrella of all things to do with equality"

"An incident either provoked by some racist comment or insult perceived by someone as racist. Perception is all important"

"Anything aimed at accent or dress or appearance, not necessarily physical, but colour, that caused offence, made someone feel excluded"

"Any verbal comment that demeans an individual because of their background, colour or beliefs"

"Verbal abuse could be interpreted as racist. Comment made in relation to nationality, religion or colour and is considered racist"

"Any incident where a child says or does something to cause offence about another's nationality, appearance, accent etc"

"Focus on offence caused and forget the view that it shouldn't happen in a 'good school'"

"Analysis shows pupils do not generally repeat offences"

"Any reference to culture, religion or appearance that could possibly be racist frequently unintentional"

"It's taken from the guidance"

"Generally incidents are unintentional"

"Anything that upsets someone with reference to a person's colour, hair, accent"

"School rule that people don't talk about others full stop; use a given name that's all, make no remarks about appearance"

Definitions of Racist Incidents Given by EAs/Schools

"Any act or verbal/physical act that is intended to hurt, undermine or ridicule due to ethnic background"

"Anything that affects someone from a different country or with a different colour skin"

"A child that targets another and behaves inappropriately towards them as a result of their race, colour, religion, sexual persuasion"

"Name calling because of colour, picking on someone because of the clothes they wear, excluding someone because they support a particular football team"

"Like bullying but picked out or denigrated because they were different racially"

"Something which happened to another person and the person found it upsetting or intimidating, people don't have to realise it at the time"

"In a school it would be name calling"

"Someone using an abusive term to someone because of colour or religion. For me it would be mostly comments"

"Where a child knowingly made a comment and understood that it was going to hurt that child on the basis of difference to them"

"Well I had a lot of difficulty understanding this, but I'd refer you to the EA guidance form's definition – anything which the victim understands as a racist incident"

"Where a child of a different ethnicity has been upset by someone's comments or actions"

"It could be anything name calling, physical assault, children getting excluded"

"There's a range, the most common obviously is verbal abuse. Some of the RIs which affect us happen outside of school"

"Anything that would offend an individual"

"Name-calling. 'A 1-off incident wouldn't be classified as an RI, or younger children – they're not aware of being racist"

"Any child being offensive in relation to someone's colour, culture, etc"

APPENDIX E
LIST OF ABBREVIATIONS

List of Abbreviations

ME	Minority ethnic
CERES	Centre for Education for Race Equality in Scotland
CPD	Continuing Personal Development
CRE	Commission for Racial Equality
EA	Education Authority
FAQ	Frequency Asked Questions
HGIOS	How Good Is Our School
HMIe	Her Majesty's Inspectorate for Education
LTS	Learning and Teaching Scotland
MARIM	Multi-Agency Racist Incident Monitoring
PSE	Personal and Social Education
REP	Race Equality Policy
RI	Racist Incident
RME	Religious and Moral Education
SEED	Scottish Executive Education Department
SMT	Senior Management Team
SSDN	Scottish Schools Digital Network
TRIWES	Tackling Racist Incidents Within the Education Service
YCL	York Consulting Ltd