

# Report

Report to: **Education Resources Committee**  
 Date of Meeting: **5 March 2024**  
 Report by: **Executive Director Education Resources**

Subject: **Framework for Developing an Anti-Racist and Decolonised Curriculum**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on Education Resources' commitment to Anti-Racism in Education and on the new 'Framework for Developing an Anti-Racist and Decolonised Curriculum' resource, launched to schools on 18 January 2024

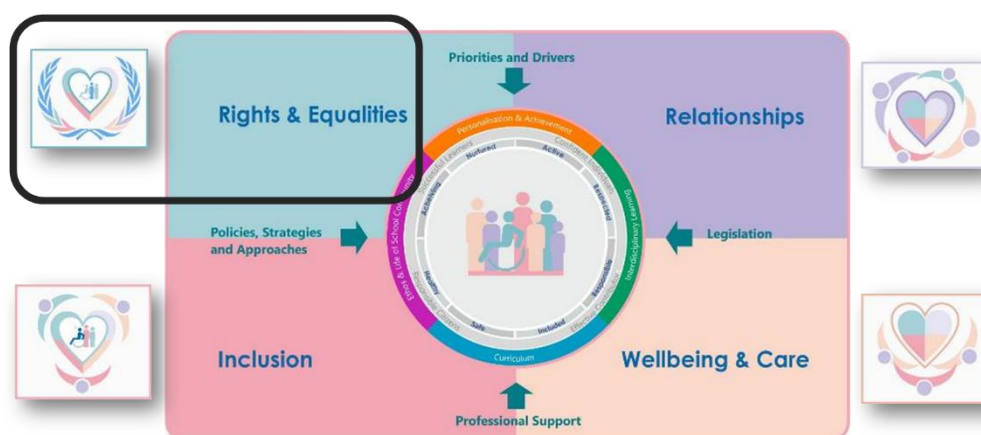
## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the new 'Framework for Developing an Anti-Racist and Decolonised Curriculum' resource, launched to schools on 18 January 2024 which is shown in Appendix 1 of this report, be noted; and
- (2) that the 'Framework for Developing an Anti-Racist and Decolonised Curriculum' is recognised as a further commitment by Education Resources in taking forward anti-racist education across schools and services in South Lanarkshire, and this be noted.

## 3. Background

3.1. Equalities



Rights and Equalities is one of 4 key drivers within Education Scotland's Inclusion, Wellbeing and Equalities Professional Learning Framework. Currently accepted as one of the most important priorities in Scottish Schools, Rights and Equalities sits at

the heart of GIRFEC and UNCRC and is, therefore, the responsibility of all practitioners.



As part of this work, Education Scotland explores 6 areas where Inequality can cause greatest impact on wellbeing. Racism is one of the key areas explored through the framework.

- 3.2. Education Resources is committed to placing inclusion and equality at the heart of the strategic planning for South Lanarkshire Council. This being one of the five key priorities for Education Resources (Appendix 2). Ongoing support is available to schools via the Inclusion Education Service. LGBTQ+, ASN and disability, care experienced, equity and closing the gap are regular features in the Resources professional learning offer, supported by national experts such as Hakim Din and Dr Khadija Mohammed, and within the wider health and wellbeing agenda.
- 3.3. To lead work in this area, the Inclusion Education Service (IES) is working in partnership with the Curriculum and Quality Improvement Service (CQIS) to support schools to navigate the 6 areas where inequality can cause greatest impacts. Schools will be asked to consider an area per year and will be provided with supports from the two services to look at both their curriculum plus the more holistic outlook of their school and its ethos in an attempt to tackle inequality and Get it Right for Every Child.
- 3.4. For each of the 6 areas, supports will be provided to schools for:-
  1. Holistic input/Ethos of the school/PSE
  2. Support to evolve the curriculum to better reflect the culture and characteristics of all groups and individuals
  3. Support to build equality networks for learners and staff
  4. Recording/reporting incidents and mechanisms to support people affected by inequality
- 3.5. In response to, and to capitalise on groundbreaking work on Anti-Racism developed by colleagues in Strathaven Academy, it was agreed that 'Anti-Racism and decolonising the curriculum' should be a key priority. One of the staff members responsible for developing the work in Strathaven Academy was seconded to the CQIS and has since developed cross authority guidance in this area.
- 3.6. Scottish Government/Education Scotland Policy Context  
In June 2023, the Scottish Government launched its [Anti-Racist Curriculum Principles](#), arising from the [Scottish Government's Anti-Racism in Education Programme \(AREP\)](#) – one of its Curriculum Reform Workstreams.

- 3.7. [Theme four of the Government's Race Equality Framework for Scotland 2016-2030](#), relates to Education and Lifelong Learning, and outlines the Scottish Government's vision that "Everyone has the opportunity to learn in an inclusive environment without disadvantage in relation to racial inequality or racism."
- 3.8. Anti-Racist Education is seen to be integral to the 4 capacities of Curriculum for Excellence. e.g. to become a responsible citizen, young people must be able to acknowledge their own positionality.
- 3.9. Anti racist education is an Integral part of the Equality Act 2010.
- 3.10. *Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers*, the Scottish Government document, set a target of 4% of teachers from BME background by 2030 (2023 figure was 1.8%). This would equate to hiring 200 BME teachers throughout Scotland each year from August 2022 to 2030. This would equate to almost 12 BME teachers appointed in South Lanarkshire Council each year from 2022.
- 3.11. The General Teaching Council for Scotland (GTCS) revised their Standard for Full Registration to include the following revised statements:-
- ◆ Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported (Social Justice)
  - ◆ Promoting and engendering a rights respecting culture and the ethical use of authority associated with one's professional roles (Trust and Respect)
  - ◆ Challenging assumptions, biases and professional practice, where appropriate (Integrity)
  - ◆ Creating opportunities for learning to be transformative in terms of challenging assumptions and expanding world views (professional skills and abilities)
- 3.12. This level of systemic commitment provides the basis for the Resource to focus on anti-racism in the curriculum as a first step, in line with government policy.
- 3.13. The Resource recognised the need to produce guidance to support schools to develop a context specific Anti-Racist culture and ethos.

#### **4. Research Undertaken**

- 4.1. Education Resources worked closely with specialist colleagues in the Scottish Government and other leading experts to ensure support for South Lanarkshire schools is in line with current national guidance and research.
- 4.2. Using evidence based research as a foundation, a Framework was then developed to provide schools with some background and support/guidance around the implementation of the Anti-Racist Curriculum Principles and the development of anti-racist education more generally.
- 4.3. Education Resources now have a representative on Education Scotland's Curriculum Co-Design group on Social Justice, Rights and Equalities, thus giving the CQIS and IS insight into work being done nationally around equalities. This also developed a contact network for Education Resources across Scotland. It is expected that the Anti-Racist and decolonised curriculum guidance will be extended into other areas to ensure the inclusion agenda is fairly reflected in all aspects of our authority curriculum.

## **5. Supports Around Anti - Racist Curriculum Now in Place for Education Establishments**

- 5.1. A 'Framework for Developing an Anti-Racist and Decolonised Curriculum' was launched to Head Teachers on Thursday 18 January 2024. (Appendix 1).
- 5.2. The framework sets out what anti-racist education is and what 'decolonising the curriculum' means.
- 5.3. The framework was written to be used in partnership with the Resource's Skills Framework.
- 5.4. The Framework has been supplemented by a week long series of professional learning presentations/workshops during Race Equality Week (5 to 11 February 2024). The professional Learning programme features opportunities to hear from local and national experts in Anti-Racist education.
- 5.5. An 'Anti-Racist Education' section has been created within the Resource's digital learning platform the 'Staff Learning Centre' to provide staff with a plethora of supports: a range of diversity texts for children, videos (for pupils and as part of professional learning activities), professional reading documents and a range of lessons and lesson ideas across the curriculum.
- 5.6. Further staff sessions will be provided later in the year as a follow up to those during Race Equality Week.
- 5.7. Schools have been asked to share updates and photos from their Race Equality Week activities on social media using [#SLCRaceEqualityWeek](#)
- 5.8. The work of the CQIS on the anti-racist curriculum principles will be supplemented by the Inclusion Service. A new Resource: The inclusion Hub is available to practitioners on Glow and has a page on Anti-Racist Education. Resources suitable for PSE and, in particular, relating to the Equality Act will be uploaded for schools. Examples of Good Practice from schools on PSE lessons and Equalities Work will be shared.
- 5.9. Schools have been encouraged to set up Pupil Equality Groups. Hamilton Grammar School has been identified as an example of good practice; Pupil Diversity, Equality and Inclusion ambassadors have been appointed. Initial training to this group was delivered by the IS in June 2023. The pupil group now contributes to PSE lessons and have developed a Diversity, Equality and Inclusion calendar with events and causes they would like the school to highlight. This practice was shared during a IES led 'Respectme Session' on Anti-bullying and was attended by over 50 schools. A recording of this work is available for schools to view on the Inclusion Hub.
- 5.10. Hamilton Grammar was the first school in South Lanarkshire to achieve the Respect-me Anti Bullying Award.
- 5.11. Updated guidance to schools on the recording and monitoring of bullying incidents was issued in August 2023. This was to ensure all incidents are recorded on the Seemis Bullying and Equalities module which allows prejudice-based bullying to be monitored. This can be interrogated at Local Authority level and allows senior officers to track the number of racist incidents and support schools accordingly.

## **6. Next Steps**

- 6.1. IES and CQIS to continue to develop guidance and resources to support schools to include equalities in 2024/2025 Improvement Plans.
- 6.2. New National Anti-Bullying Guidance is expected in 2024 with a more robust focus on racism and the recording of racist incidents. The IES will develop an action plan in response to recommendations.
- 6.3. The cross service work will centre around a 'windows and mirrors' approach - windows; children can gain insight into a diverse range of lives, and mirrors; children can see themselves represented in the curriculum.

## **7. Employee Implications**

- 7.1. There are no employee implications associated with this report.

## **8. Financial Implications**

- 8.1. There are no financial implications associated with this report.

## **9. Climate Change, Sustainability and Environmental Implications**

- 9.1. There are no implications for climate change, sustainability and the environment in terms of the information contained in this report.

## **10. Other Implications**

- 10.1. There are no direct risks associated with this report.

## **11. Equality Impact Assessment and Consultation Arrangements**

- 11.1. There is no requirement to carry out an assessment in terms of the proposals contained within this report.
- 11.2. Consultation and engagement on the development of the new Framework document took place with schools, Scottish Government and other partners.

**Carole McKenzie**

**Executive Director (Education Resources)**

15 February 2024

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

None

## **List of Background Papers**

- ◆ Equality Act 2010.
- ◆ [Anti-Racist Curriculum Principles.](#)
- ◆ [Scottish Government's Anti-Racism in Education Programme \(AREP\)](#)

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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