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| Participant | Sub-theme: Lack knowledge and training / confidence with terminology /processes | Sub-theme: Lack of resources or support organisations to draw on / Support from management | Geo-spatial and diversity considerations | Parents and intergenerational perceptions of what racism is |
| Teacher 1 | I've not had any training. I've not had enough experience to know what the right thing would be to say. What wouldn't be the right thing to say.  I think I could talk about racism, but not in detail enough or not, you know concisely enough, I wouldn't feel confident in case I did deliver the message correctly.  I just lack knowledge on what the right terms are to use, and you know to not upset anyone, to not give out false information or not to children who then might take it back to their parents or to other children. So yeah, I don't feel that confident  I could only take it so far and I wouldn’t know what to do and I would be scared and worried I said the wrong thing or did the wrong thing and it comes back on me and my job. | In thinking about how to address a re-occurring racist incident, Teacher 1 initially thought about calling in the police to give a talk during assembly but decided against it as:  And my first thought was the police, but then I thought, well, you have that issue of are these going to be, white policemen, police, women talking about racism. I just don't know if that delivers the message well enough  She then went on to highlight the need for external support agencies to play an education role in order to educate both staff and students, she stated:  It would be good if there were charities out there or organisations that can come to schools and do talks about anti-racism. But I don't know about them and I think that would be a really good approach is having those in school and also you know [Fife] the Council could say well as part of an in service day, all schools across Fife will have an organisation come in and it will be about anti racism. And that then teaches, you know, stuff about it. And also then you could have someone, like a point of call that you could then communicate with to come into your school as well and talk to pupils about it. | I suppose it depends on where your school is which will have a lot of influence on how much racist bullying you see or experience as a teacher. I would say in our school, because our ethnic minority is quite small. I don't think that there are many incidences of racist bullying. But obviously in larger schools or schools that have a higher ethnic minority, it would be different. So I suppose if you're in a school that does experience more racist bullying, then you probably gain more experience and more knowledge with that on how to tackle it or deal with issues |  |
| Teacher 2 |  | Based on previous experience, other members of management have not taken that approach. Which I felt disappointed about, not having that clear. Harsh, but that clear? Absolutely not., we are not having this. It's sort of been left to you to deal with, which I feel is not always appropriate. You need to have that backing of management behind you and make sure it's been accurately recorded as well. |  | It's not clear. And then yeah, it's maybe not clear for parents as well. That's the other end of the sword is the parents, do they understand racial equalities |
| Teacher 3 |  |  |  |  |
| Teacher 4 | Not really very confident to be fair. I would pass it on to management because I wouldn't really like I say I don't really know what the steps are particularly. So I wouldn't know how to take it any further.  But in terms of actually dealing with it, I think I would be frightened of using the wrong language plus dealing with it because you know, it's I think I'd be frightened of saying the wrong thing unintentionally. Of course it would be unintentionally, but actually perhaps even adding fuel to the fire rather than putting the fire out. |  | So there are opportunities but it's, I don't know is that maybe just a cover up but when you're you're living in a part of Fife or a part of the country that's not. I know we're multiracial wherever we live but it's not as obvious. A lot of it feels too distant for the children. They don't really understand where you're at. Whereas, I mean I did a course a few months ago with teachers from Glasgow and when you hear them talking about their mix of children, as you know sort of city centre Glasgow teachers, they're working with multiculture. I don't even know if that's the right term nowadays I think, but that's what I'm going to use multicultural situations all of the time because they've got children in their class from, you know, many different cultures and faiths as well. And I think it's easier then because the children are exposed to it.  . So it imakes it quite difficult and I mean I have a limited knowledge of all of this as well. I feel as if I'm teaching it as best I can to the children and but I've been brought up in Fife. I don't have that multicultural dimension to my life as well. | I mean I'm old enough to have had parents and grandparents who didn't think twice about using racist language but they weren't being racist. It was just language that they use you know right down to where my Gran went to the corner shop to talk about the you know the people.  I'm not going to use the language but you know that that was kind of commonplace and I've kind of grown up hearing that. I don't know whether it's as prevalent in the younger generations.  I know my boys are quite quick to jump on the bandwagon if they hear or think something is, you know, racist or don't obviously use racist but you know, sort of countryist or some sort of word or you know that you know you're being negative about the French or you know something like that.  I think they're more aware of it. So it could be that some of our younger, newer teachers are. |
| Teacher 5 | Yeah, I think, I think personally, for me that maybe not having the knowledge and you know, being educated enough on maybe that scenario or that situation or that religion or whatever it may be feeling that maybe I couldn't then speak on their behalf  I think it's the educational side from a pupil perspective or a young person's perspective. Like I said before when these pupils make these comments they have no idea that they're actually being racist or they will defend themselves and say they are not being racist but it's like nobody you are and they don't have that you know knowledge to you know for them to make the comment they clearly don't know enough. And I think that's where where it sits and probably the knowledge from us as well that we as teachers might not have a sufficient knowledge of how to kind of move forward but also they don't have the knowledge of what they're actually saying. |  | I think from the schools that I've been in again it's been a really small number of kind of ethnic groups within the school. So it's not something that was maybe encountered as much or than that I can ahead of as much. So I probably couldn't give any kind of successful strategies or stories that were that were available there. |  |
| Teacher 6 | but I would be quite insecure about what language I was using and that I wasn't patronising, but also that I wasn't been overbearing or patronising  So I don't normally use the word racism or anything. It's more comes from positive educational I find it harder to teach about racism. About the negatives, because it is hard to teach children. About it who maybe haven't experienced it or know what it is.  I think especially the language of different racial kind of ethnicities, it's quite hard because in the last kind of 10 years, it's changed a lot. So you don't want to say the wrong thing and you're aware young people might go back home to mums and dads and you may be. used more of a historical word for it. So that's one thing I'm very kind of paranoid about.  I find all the terminology I find particularly my most insecure thing is labelling each different ethnic minority. I'd find I find it quite uncomfortable. And it's just uncomfortable because I'm just insecure that I'm using the wrong word, so I don't want to offend someone or look like I'm not educated. |  | Probably becoming less successful now because it's much more mixed, and so before racism would be seen as people of colour, but now our cluster's changed our constituencies have changed cause of the Ukrainian war and Eastern European people, so I feel we're not so equipped for things like that for racism of people with the same skin colour, people who are look ethnically the same but are experienced racism from different parts of Europe. I think there's been a lot of not a lot of, but there's been focus on people who look different, but actually | An area of discomfort would be talking to the victims parents:  I would be more confident with the child than I would the parents 'cause. I know that if it was me, if it was directly with me, I would have to then talk to the parents and I'd find that quite uncomfortable. Because there isn't really consequences to racism, just like there's not really consequences to bullying in general, and there's phone calls home in the hope that the behaviour changes, but there's not, so I would feel uncomfortable dealing with the parents knowing that I could let them know what |
| Teacher 7 |  |  |  |  |
| Teacher 8 | I've not got much experience in dealing with racist bullying and behaviour. There's not been a whole lot of times I've had to had to deal with it. But I would think that if I did have to deal with that, I would probably look to deal with it in the same way as I would any other form of bullying. Not to say that that's like the right, obviously because it's got an added element to it, but that would be certainly the place that I'd start off from. |  |  |  |
| Teacher 9 | That's when I feel like there could be like you very careful in how you word things and how you say something. And I think that's what would makes me not feel very confident when you know, but. You have. It's 100% regardless of the incident. You need to report it |  |  | I think the number one thing is definitely the parents. When I'm tackling racist incidents and making assumptions as well.  And then I spoke to both their parents as well. And the girl? The girl's mom who made the comment. She was straight away not very happy that I had to record this but also not happy that the daughter had said these things, but was very quick to say that she wouldn’t of understood what she was saying or what she meant. So it was very quick to kind of defend her almost. So that was when I was, I was like, right. OK, well that's, you know, I appreciate what you're saying and completely understand it, how you feel about the situation. But the comments were said and that took me all afternoon  it's a really sensitive area for staff to tackle. Because I don't think it's. I don't think we're not protected. I think there's, like I've been saying, parents can easily turn around and say no, it wasn't and you've just accused my child of this. And it can be quite, yeah. I don't think there's enough protection. Almost that. Yeah. For staff in terms of they can't. Yeah. In case they get told or not actually know the way. How dare you say that about my child? |
| Teacher 10 | . I think part of it is my own understanding and my own I know we did have, we did have a depute's day where we all got together and it was all about equality and diversity and the policy that is hopefully going to be written. But again everyone was so on their toes trying to make sure they didn't say the right, the wrong thing or the right thing or offend somebody or that it was all very very face value and it wasn't deep enough. And I I think my own understanding of. The issues, the topics, the lack of diversity, I find that really tricky.  But it's possibly because there's that much more of a resistance when it comes to some families and and some people. I think that that general understanding is really poor. And so even if I had a better understanding of it, I don't feel I have the skills to help educate families about it.  So it's maybe about, you know, that that wider net of how we educate families and how we support families rather than maybe at the school level. Because I know how to teach it.  I think the big thing that people would say is the language to use. I think that that is a massive thing is like is how you actually speak and what language you're actually using. And I think that might be what people are quite freaked out about. |  | . So you know again they're not laughing because they're being malicious. Hopefully you know it truly, I think a lot of the schools in Scotland because of the lack of diversity for them it's not about malice and it's about misunderstanding and it's about how we how we teach them.  I mean, if there was, there was never a racist incident that didn't go straight to parents and was dealt with immediately. But there was also a high number of staff that were from a diverse background as well and quite a few staff members that would actually speak to them in their own language, which I think helped as well because they really in some situations the parents, we were able to translate for parents all in house and that that almost made it, I don't know, not better, but it made it easier because we could kind of show that we were able to communicate and able to do things in a more diverse way. Whereas I think it's more difficult when you're out in a village school to to show that same diversity because you don't have it to kind of lead by example you. You really are having to give them really theoretical situations and not whereas the children in that other school were having practical experiences of having to interact with people who are diverse and who are different from them and that I think gave them skills. Whereas we're we're not giving our children the opportunity and that's no fault of anyone's. We just don't have a diverse population and I think that is part of it. When you learn in the moment, it can be a lot easier | And even when we went then to the parents, and we'd spoke to parents about how inappropriate it is to just point out people's skin colour in public places because we didn't want him to repeat that out with, you know, we didn't want him to say in the 1st place. But repeating that in a public place could be a very difficult situation in itself.  So we had spoken to his parents, but they were very adamant that, oh, he's just pointing out a fact.  So we hit a bit of a wall with the parents. So we did record it officially as a racist incident.  Because we felt that even though we put things in place and we tried to have a learning experience and a learning conversation with both the child and the parent, it didn't really go in. And since then, that child's been involved in a few more racist incidents not directed at people because like I said, we have a very low percentage of children that are from diverse backgrounds. But he, he is very vocal and he is very, he's very racist. And unfortunately his parents, while they see the value of not saying it in public, I don't think they value diversity  But it's possibly because there's that much more of a resistance when it comes to some families and and some people. I think that that general understanding is really poor. And so even if I had a better understanding of it, I don't feel I have the skills to help educate families about it.  So it's maybe about, you know, that that wider net of how we educate families and how we support families rather than maybe at the school level. Because I know how to teach it.  And you, you dance on that line of parents can't be wrong.  You know, their world view is that their parents are knowledgeable people in their lives. We're equally knowledgeable, but they trust their parents over and above everyone else. So I think it's that fine line of, you know, but my dad said or my mom said I can say that and it's how you tackle that with what they're wrong and you can't just jump to they're wrong. You have to find the language to be able to say you're right. You know some people do speak like that and but I think that is maybe part of where I certainly kind of sometimes get the fears that when I know that if a certain family believes in certain things, you don't want to just say your parents are wrong and you have to find a way a different way. And that's maybe one of the biggest challenges is is finding that way and how.  How do you challenge adults? Because we're very used to challenging children. But how do we challenge the community and the adults that we're working with so that we're not just creating a friction point? I think the other big issue is partly that some of the adults themselves have never experienced a lot of diversity |
| Teacher 11 | So I feel like I think we've really put, we've really put a lot of effort into that and I think it's been made crystal clear to teachers who may like I say they're all like, you know I don't think any of my colleagues are racist at all but I think we didn't, some of us didn't appreciate that it's, it is something that really should be really hit hard immediately. |  |  |  |