

DARPL

ERADICATE RACISM IN LEARNING ORGANISATIONS GUIDANCE



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Racism (in Wales) is a constructed and endemic power system which perpetuates prejudice, discrimination, hostility and stereotyping. Racism disadvantages marginalised groups and individuals, privileges those racialised as white. Physical features such as skin colour and hair types as well as culture, ethnicity and religion are racialised causing negative and traumatic impact.

As a school Senior Leader / Governor / Educator, how clear are your anti-racist procedures to support reporting and to tackle non-reporting?

What support do you offer your learners / staff who experience racism?

What learning opportunities do you provide to your learners / staff in preventing / responding to racist incidents?

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Acknowledgements

This report has been co-produced due to the heart-work within the DARPL Community of Practice. We are thankful for the collaboration and contributions of Rachel Clarke at APEX, Kate Mills and Dean Pymble at Show Racism The Red Card Wales and numerous learning organisation collaborators. We are extremely thankful to the Gwent Safeguarding Board who commissioned the research in 2023 with us. We are particularly grateful to Sarah Morgan, Rebecca Sims and Kath Bevan for their monumental leadership in ensuring the voices of children, young people, teachers, headteachers and other professionals are heard. Our report is informed by their views, insights and experiences. This guidance material has been shaped by the emerging findings of our research.

FOREWORD

The DARPL Eradicate Racism in Learning Organisations Guidance seeks to support school communities in dealing with racist incidents in a practical, compassionate and professional manner, centring the wellbeing of those who are targeted in racism.

Children have the right to education (Article 28, UNCRC) and all children have these rights, irrespective of their race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Article 2, UNCRC).

Our 2023 research undertaken in Gwent spotlighted that children, young people and adults experience racism and racist incidents within schools and learning organisations. Coincidentally, research undertaken by the Children's Commissioner of Wales at the same time echoed our findings across Wales. Children in primary and secondary school explained to us that they didn't trust or have confidence in how racism is dealt with. Consequently, they felt this leads to a lack of reporting, a lack of care for victims of racism and missed learning interventions for the perpetrators. Teachers and stakeholders discussed similar experiences, echoing issues associated with the lack of confidence and a lack of clarity on how to respond to these incidents.

The Curriculum for Wales brings wonderful opportunities for learning about the true diversity in Wales and the world in the past and present, yet despite this, our research conversations in schools evidenced racism and racist bullying being widespread and persistent right now. To talk and write about racism when you've experienced it, is traumatic. We are therefore deeply grateful to all who courageously shared their experience, wisdom and views so generously in our research report and in the making of this guidance resource. Wales is making positive progress towards the Anti-Racist Wales Action Plan (ArWAP), Curriculum for Wales and Children's Rights but there is still so much for us all to do together. We know from our research that children are still experiencing racism and racist incidents on a regular basis and more needs to be done through anti-racist leadership and professional learning to ensure educators can effectively tackle, reduce and respond to racism and racist incidents.

Chantelle Haughton
Founder and Director, DARPL



CONTEXT

This guide is intended to offer a practical guide to effectively challenging racist incidents within education settings and learning organisations in Wales. To act with intention, we need to carefully consider the wider picture.

Racism and racial inequity exist across all areas of Welsh life for those who make up part of the Global Majority and other people from ethnic minority groups (Welsh Government, Anti-Racist Wales Action Plan 2022). In a bid to challenge this, Welsh Government developed the Anti-Racist Wales Action Plan (ArWAP) (2022). The plan was created in collaboration with a wide range of communities and organisations across all parts of Wales with a core focus on 'valuing lived experience'. The objectives in ArWAP focus on making Wales an anti-racist nation by 2030 with the purpose of collectively making a measurable difference to the lives of Global Majority and Minority Ethnic people in Wales and the wider world. The ArWAP includes goals and actions to be undertaken within the education system. These, alongside recommendations from Professor Charlotte Williams' 'Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group report' (2021) are designed to tackle racism in all its forms across the education system.

Research has been undertaken with the aim of listening to those with lived experience of racism across both primary and secondary schools and learning organisations (Davis and Haughton et al., 2023; Children's Commissioner

for Wales Office, 2023; Race Alliance Wales 2021; Show Racism the Red Card 2020). The findings of this research are of real and contextualised significance for education leaders and practitioners in Wales. For example, findings from [Davis et. al. \(2023\)](#) found racism was prevalent in the lives of young research participants in Wales and that few learners were confident to report racism. The researchers identified a need for consideration of the detrimental effects racism can have on young people's self-esteem and self-worth in adverse childhood experiences. In practice, educators in learning organisations must talk with learners about their experiences of racism and put systems in place to support them. Additionally, they found participants often decided against reporting incidents as they felt it was pointless as action was rarely taken and that it would cause more upset for themselves and their family. This finding is echoed in the Children's Commissioner for Wales' spotlight report '[Take it Seriously: Children's experiences of Racism within Secondary Schools](#)' (2023) and the Race Alliance Wales 'Show Us You Care' report (2021). Therefore, as practitioners, we must act when racism is reported.

Scan through the experiences of children and young people as highlighted in the Children's Commissioner for Wales Office's report. Does anything surprise you?

Whilst Welsh Government and many other organisations simply use the term 'minority ethnic', DARPL, amongst using other terms, subscribe to the term 'Global Majority' as it recognises that Black and Indigenous people make up the majority of the world population and moves away from the minimising language that so often reflects power structures in UK society. Global Majority is used in this context throughout this document.

“Because I have experience of going to the teacher when racist slurs were said to me, and nothing happened when these racial slurs were said at me more often, I lacked a bit of confidence to actually go to the teachers and explain my situation.”

Gwent Pupil (Davis et al., 2023)

Show Racism the Red Card’s ‘Racism in Wales: Exploring prejudice in the Welsh Education system’ (2020) found that out of over 1000 school teachers and teaching assistants surveyed, 44% of staff were aware of a child being discriminated against or bullied, based upon their skin colour, religion, nationality or culture and 25% had observed this. In contrast, research with pupils found that 77% believed racism existed within their school and 30% admitted to being racist themselves or had used racist language. This highlights a potentially significant gap in the recognition of racism. For practitioners then, self-education in recognising racism is key.

As the inspectorate for Wales, Estyn has recognised the importance of anti-racism work within learning organisations. This can be seen in the Inspection Guidance (2023).

Estyn (2023) are committed to inspecting...

- ‘how well all pupils...develop as ethical, informed citizens, for example through their awareness of fairness, equality, sustainability, and children’s rights’ (as part of wellbeing).
- ‘how well teachers and other practitioners manage pupils’ behaviour and whether they treat all pupils equally and with appropriate respect’ as part of teaching and assessment and how the learning organisation ‘helps pupils to develop an understanding of their identity, heritage and culture and how they relate to the local community and the wider world’.
- ‘how well a school/learning organisation] helps pupils to understand issues relating to equality, diversity and inclusion and develops shared values such as respect, empathy, courage and compassion’.

‘The experiences we’ve heard in compiling this report suggest that, sadly, very many children and young people experience racism and racist incidents...Teachers and stakeholders discussed similar experiences, echoing issues of lack of confidence and lack of clarity on how to respond to these incidents.’

**(2023) Spotlight Report: ‘Take it Seriously’:
Children’s experiences of Racism within Secondary Schools.**

ANTI-RACIST LEADERSHIP

The context of Wales outlined in the previous section highlights the frequency with which racism is experienced and how normalised such behaviour has become. Many people who work within schools become worried and concerned about getting it wrong and, as a result, make things worse for the target(s). However, what all young people deserve is to have adults around them who may not know all of the answers, but who have the confidence to do something and not ignore its presence. Racism is in Wales. Racism is in all sectors of society. Racism is alive in our schools and learning organisations in Wales. Thus, leaders must be clear about the support and expectations for all staff members and teams to know how to respond to racist incidents, the steps to take and how to support those who have been on the receiving end of racist discrimination and behaviour and to ensure learning for perpetrators.

Dealing with racist incidents in learning organisations can be challenging for leaders, wider staff and community members. Therefore, it is essential that leaders understand the responsibility they have to investigate and take reporting of racist incidents seriously. Failing to do so could lead and has led to an adverse impact on learners and staff members. All leaders want learners to thrive in education, however, a courageous and honest approach to handle racist incidents and behaviour is vital to enable every learner to flourish.

Leaders in education need to view the disclosure of racism experienced, as they would with any other form of abuse. Racism and racist incidents should be considered a safeguarding issue. Racism needs to sit underneath the Safeguarding umbrella in schools and learning

organisations to ensure they are investigated fully; the target(s) is (are) centred and an opportunity for re-learning undertaken by perpetrators and educators. This guide aims to offer support and confidence on how to investigate and what steps to take when dealing with racist incidents in your learning organisation for both learners and adults. It is to be considered as an initial tool to support your anti-racism journey.



Vignette in Regional Leadership: Gwent

Going beyond individual journeys and working collectively is crucial in this step-change. Our research about reporting/non-reporting of racism in schools was commissioned in a proactive anti-racist leadership step by Gwent Safeguarding Board. This work has resulted in the adoption of collective and potentially monumental approaches with significant long term impact opportunities and expectation in anti-racist leadership. Current examples within Gwent and Newport Local Authority in 2024 include:

- Bespoke research was commissioned by Gwent Safeguarding Board, undertaken in 2023 to evidence and explore in detail the local context and experiences of reporting/non-reporting racism in primary and secondary schools.
- A continuum of bespoke professional learning support, continuous consultations and collaborative planning from DARPL have been adopted as a longitudinal and cascading approach.
- The full report was published in February 2024.
<https://www.gwentsafeguarding.org.uk/en/about-us/news/gwent-research-stepping-stone-to-tackling-racism-in-wales>
- Activities commenced with regional leadership forums in professional learning and co-constructed action planning with DARPL in support and challenge.
- The Education Leadership Team in Newport Local Authority held two whole professional learning and action planning days with DARPL. Every headteacher in

the area had been involved with clear objectives outlined.

- DARPL have supported the Regional Anti-Racist Steering Group co-created for this work to be implemented from May 2024.
- DARPL supported, reviewed and was consulted in the creation and implementation of the area specific and regional overarching action plans.
- Key priorities focus on the research recommendations including long term partnership with DARPL: Professional Learning, Engagement and Awareness, Strategic Equality Planning, School Improvement Planning. Reporting and Recording systems and standardised guidance, curriculum, provision of support / pastoral care / wellbeing provision.
- What is your regional / local area approach towards action planning for handling racism?
- In your learning organisation, how are you working with DARPL and with each other to progress professional learning and support development and progress in practice?
- What whole leadership team professional learning have you undertaken with DARPL?
- What whole learning organisation professional learning have you undertaken with DARPL so far? What is next in your improvement planning?
- To book consultations with DARPL email DARPL@cardiffmet.ac.uk

WHY IS A RACIST INCIDENT TREATED DIFFERENTLY TO OTHER FORMS OF BULLYING?

Whilst all forms of bullying can be incredibly damaging, there are some features of racist incidents which distinguish them from other incidents, and underpin the reasons why they deserve explicit attention and intervention:

- A racist incident does not only impact on the individuals involved but is an attack on someone as a representative of a community or group, which means that the impact of the incident is felt more widely, spreading fear and creating a hostile environment for other pupils and staff who share the same racialised identity.
- Racist incidents impact the learner or staff member's sense of self-worth.
- A one-off racist incident has the potential to have the same impact as ongoing bullying as it may be part of a wider pattern of racist behaviour experienced by the learner or staff member in other parts of their life.
- Perpetrator(s) of racist incidents may be carrying around a sense of their own superiority and/or a fear of others. They may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a lack of respect and inability to value diversity, which could be deep-seated.
- Racism has an extremely long history of devastating lives and oppressing communities. Throughout society, racism leads to discrimination in employment, provision of services, and hate crimes. It is vital that racist attitudes are tackled at school when young people are developing their value systems and these attitudes can be most easily challenged and eradicated.

LANGUAGE / TERMINOLOGY:

It is important that there is clarity about the words which should be used to describe experiences / people associated within racism. This glossary, can be used to support you in leading your staff teams through more accurate recording, reporting and dealing with racist incidents that occur.

Target(s) – the person/people whom racism is directed towards

Perpetrator(s) – the person/people who has / have carried out the racist behaviour

Bystander(s) – the person/people who watch the racist interaction taking place and do not call it out, or pass it onto someone else with authority.

EXAMPLES OF RACIST BEHAVIOUR:

- not addressing allegations of racism appropriately or treating complainants as ‘trouble-makers’
- blocking progression, acting up or learning opportunities within employment and education
- avoiding or isolating people, or not inviting them to social or networking events
- subjecting people to greater scrutiny or monitoring
- using negative language or making ‘jokes’ about people’s race/ethnicity
- ‘colour blindness’ (ignoring race and its impacts)
- not providing appropriate support or not responding to cultural or religious needs
- assuming superiority of ‘people like me’ over ‘people like them’
- stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same)

- making people into ‘other’ (perceiving them as different from what is ‘normal’)
- behaviours that signal that someone does not belong or is not welcome
- directly insulting or hurting people

Brighton and Hove City Council (2023)
Anti-Racism Strategy 2023 to 2028

The examples above are not an extensive list of behaviours, however, they do outline a variety of ways in which racism is carried out between people and within school culture and curricula. As such, the racist behaviour carried out by learners / staff towards peers/staff, may not ‘neatly’ fit in with the examples above, however, they will likely be linked to one or more of the above.

Racist incidents can and will happen to and between all stakeholders in an organisation. Please see the flowcharts below to support you with the decision-making processes that you can follow.

We must be brave, proactive and bold to eradicate racism in our schools



DEFINITION OF A RACIST INCIDENT:
"any incident which is perceived to be racist by the target or any other person, based on a person’s racialised identity, ethnicity, culture or religion."

DEALING WITH RACIST INCIDENTS:
Learner to Learner

The person who has the first contact with the target or witness reporting a racist incident should respond it in a sensitive way that shows an understanding of how targets of racism

may feel. Although statutory Safeguarding training takes place, additional training should be provided for staff who will make that first contact with targets.

- 1

First aware
The school is notified of a racist incident. A senior member of staff begins the investigation.
- 2

Procedure
Statements are taken from the target, witnesses and the perpetrator* HT and families are informed of the investigation
- 3

Decision making
A decision is made:
1. once the investigation has been carried out
2. The racist incident log has been referred to
The target is provided with ongoing support.
- 4

Consequence
Appropriate sanction/support is put into place:
1. Was the behaviour repeated?
2. Was there a lack of understanding?
What age is the pupil? Is there an ALN?
If so, more of a focus on an empathy task is put in place, along with the recording of the behaviour as racist.
- 5

Consequence
1. Was the behaviour intentional to cause harm?
2. Was the behaviour a repeat occurrence?
If so, an exclusion (in line with the behaviour policy) is needed, along with the recording of the behaviour as racist and **anti-racist learning** put into place.
- 6

Inform
All families are notified of the outcome of the investigation.
The target is provided with ongoing support
- 7

Repair
A Restorative Justice approach is taken to ensure relationships are built upon. This only occurs if and when the target feels it’s the right time. This may take place following the anti-racist learning that the perpetrator undertakes.
- 8

Record and report
Racist incident log is updated. Governors are informed.
- 9

Learning Opportunities
Anti-racist learning following an incident is crucial**. This should directly address the trauma caused by the incident as well as exploring the root cause of the issue, and it needs to be age appropriate for the perpetrator(s). A timeline of interventions will also need to be agreed at this stage.
- 10

Professional Learning
As with all aspects of safeguarding, continuous whole organisation professional learning is required. Please refer to opportunities with DARPL.

*It’s important to understand that:
• Following an incident, the target(s) should not have to be around the perpetrator(s) and if necessary, arrangements should be made to ensure the target(s) can return home safely.

• Efforts should also be made to ensure the target(s) do not have to repeat what happened during the incident to multiple staff as this can add to the trauma suffered. Therefore, it is imperative that staff who record the incident in the first instance are capable and do it in the necessary detail.

**Further learning opportunities should also be considered. These need to be sensitively considered for whole class, whole year groups and whole learning organisation in response to racist incidents and also in prevention across your holistic curriculum.

Professional Learning Vignette:

A Year 4 child with Black skin approaches their teacher and is visibly upset. They report that a classmate with white skin pointed to a picture of a monkey in a book and said 'look, it's you'. The teacher tells them that the other child is being silly and to ignore them. The child goes home and tells their parents what happened. The parents complain to the school that the racist incident has not been dealt with effectively.

- **Why was the teacher reluctant to class this as a racist incident?**
- **Using the flow chart on page 11, consider how you could respond effectively?**



Professional Learning Vignette:

A Year 8 child with Brown skin approached parents at home and was visibly upset. They reported that a classmate with white skin had been calling them racial slurs in school and online in a game. The parents complained to the school. The child responsible for the racial abuse was excluded for one day by the school leadership team. The child affected still felt that the racist incident has not been dealt with effectively or sensitively because they had to spend time talking about the incident in three separate meetings, repeating reflections. Although the child who used the racist language was in trouble at school and at home, the child affected felt that no learning about racism had taken place and they felt that exclusion wasn't the best solution.

- **Using the flow chart above, consider how you could respond effectively?**
- **Going forward, what learning opportunities could you put in place for the perpetrator and wider peers?**
- **Consider how your holistic anti-racist curriculum actively support the prevention of racism.**

DEALING WITH RACIST INCIDENTS: Learner to Staff member:

The same model can be used if a learner exhibits racist behaviour towards a member of staff with the following considerations:

1. More time may be spent with the member of staff to find out if this is an isolated incident, or if it is a pattern of behaviour at your school in specific lessons, with specific age groups etc.
2. The inform stage (6) is with the member of staff, outlining the sanctions you have put in place as a Senior Leader.

3. Involving the staff member as part of the decision-making process may support them to be heard and support the learner to see that the member of staff has some agency, which may help them to respect them. However, it must be acknowledged that any sanction is the decision of the Headteacher, as the staff member subjected to racism could be at risk of retribution if learners and families think that the member of staff has influenced the decision, especially if there are any serious sanctions. It will also avoid 'buck passing' by leaders around incidents by placing the burden of sanctions onto staff who have been the target.

Professional Learning Vignette:

A child is caught truanting. When asked 'why?' by their Head of Year (HoY), they say 'there's no point going to that class. It's that Nigerian teacher. I can't understand a word she says.' The HoY takes time to address the statement, making it clear that it is untrue, and follows the school's racist incident procedure. Afterwards, the HoY reflects on the interaction with a colleague. The colleague asks 'did the pupil not know the name of the class teacher?'. The HoY is certain that they did and realises that this microaggression had not occurred to them at the time. They decide they need to undertake further learning and add this to their development plan.

- **What are you doing to build your confidence and enhance your knowledge around racism and anti-racism?**
- **How can you support your colleagues to build their knowledge and understanding around racism and anti-racism?**

DEALING WITH RACIST INCIDENTS:

Staff Member to Staff Member / Parent to Staff Member/Staff Member to Learner:

The person who has the first contact with the target or witness reporting a racist incident should respond in a sensitive way that shows an understanding of how targets of racism

may feel. Although statutory Safeguarding training takes place, additional training should be provided for staff who will make that first contact with targets.

- First aware**
The school is notified of a racist incident. A senior member of staff begins the investigation.
- Procedure**
Statements are taken from the target, witnesses and the perpetrator* HT and families are informed of the investigation. LADO referral made.
- Decision making**
A decision is made:
1. once the investigation has been carried out
2. The racist incident log has been referred to
The target is provided with ongoing support.
- Consequence**
Appropriate sanction/support is put into place:
1. Was the behaviour repeated?
2. Was there a lack of understanding?
If so, more of a focus on a restorative conversation. Incident is still recorded as racist.
3. **Formal meeting and management letter written** to record the incident.
- Consequence**
1. Was the behaviour intentional to cause harm?
2. Was the behaviour a repeat occurrence?
If so, the **School's Disciplinary procedures/Staff Conduct procedures are followed**, along with the recording of the interaction/behaviour as racist.
- Inform**
All parties are notified of the outcome of the investigation and the next steps.
The target is provided with ongoing support
- Repair**
A Restorative Justice approach is taken to ensure relationships are built upon.
This is only if and when the target feels it's the right time.
- Record and report**
Racist incident log is updated. Governors are informed.
- Learning Opportunities**
This needs to be sensitively considered in the context of individuals. Where staff are at fault, ongoing anti-racist professional learning should be implemented.
- Professional Learning**
As with all aspects of safeguarding, continuous whole organisation professional learning is required. Please refer to opportunities with DARPL.

*It's important to understand that:

- Following an incident, the target(s) should not have to be around the perpetrator(s) and appropriate safeguarding measures established to support the target from further trauma.
- Efforts should also be made to ensure the target(s) do not have to repeat what happened during the incident to multiple staff as this can add to the trauma suffered. Therefore, it is imperative that staff who record the incident in the first instance are capable and do it in the necessary detail.

Professional Learning Vignette:

A TA is preparing resources in the staff room. Two teachers come in discussing a child who is underachieving. One comments 'how am I supposed to help them when the mum can't even speak English?'. The TA raises the comment informally with their line manager.

- Using the flow chart, how do you think this incident should be dealt with?**
- How does the way we view multilingualism shape the experiences of our school community?**



Professional Learning Vignette:

A pupil of Gypsy heritage is usually an enthusiastic, hard-working pupil. However, one day, they become disruptive in class. When they are taken out of the classroom by Teacher A and asked to explain their behaviour, they say they are feeling angry and upset. They are initially hesitant to say why but when asked again, they say that when they had told their PE teacher that they had forgotten their kit that morning, the teacher had rolled their eyes and said 'Well, I guess I should just be glad someone like you is still coming to school.' Teacher A says 'I'm sorry you're upset, but don't you think you're overreacting? I know that teacher and they're always joking around. It means they like you.'

- What inferences can be made from the PE teacher's statement?**
- What might be the impact of Teacher A's response?**
- Using the flow chart, how do you think this incident should be dealt with?**

The flow charts above are not that dissimilar, however they do vary in terms of the consequences that follow. Management action needs to follow up racist interactions / behaviours between staff members and all staff and learners should be clear about the procedures used.

CASE STUDIES

VERBAL ABUSE

'You can't tell me what to do...I don't take orders from you lot...why don't you go back to your own country?'

A pupil refuses to comply with a Muslim teacher. Later it transpires that pupils have written similar derogatory comments on work completed prior to the lesson.

IMMEDIATE ACTION

Remove the perpetrator(s) from the classroom, giving them time to calm down. Explain to the group that the perpetrator(s)'s behaviour is unacceptable and offensive. Support and affirm the target(s) of the incident - this may mean allowing the teacher some time away from the classroom and providing cover for lessons. Focus on the perpetrator(s)'s behaviour, rather than the person, making sure that they know that their behaviour will not be tolerated.



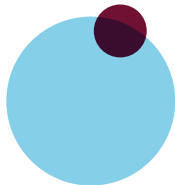
LONGER TERM ACTION

Conduct a thorough investigation into the incident in line with the flowcharts outlined earlier in this guide. Explore restorative justice approaches. Investigate the similar comments on the learner's work, and why, if the teacher had seen these, they had not reported them. Arrange for longer term support and counselling for the target(s) and longer term preventative work with the perpetrator(s) if necessary. Explore intervention strategies, such as mentoring and support from external agencies. Explore where these attitudes originated from, and how widespread they are within the school. Undertake anti-racism education or specific education about anti-Muslim hate and immigration with pupils. Some useful free resources can be found on Show Racism the Red Card's Education Hub www.theredcard.org. Throughout the investigation and any subsequent follow-up, reinforce the school's position on racism and anti-Muslim hate.

ACTIONS TO AVOID

- Ignoring the needs of the target(s) and not making the necessary work adjustments.
- Calling the perpetrator(s) racist/Islamophobic.
- Punishing the perpetrator(s) without investigating the intentions behind the incident and without explaining the action you have taken.
- Punishing the perpetrator(s) without educating them as to why their comments are wrong.

The **MORE**
you **REFLECT**
the **MORE**
you **LEARN**



1. As a Senior Leader / Governor / Educator for your learning organisation, how clear are your anti-racist procedures to support reporting and to tackle non-reporting?
2. How do you think the DARPL flowcharts will support the development and understanding of staff, learners and families about the steps you take when dealing with racist incidents? What needs to change?
3. How will you plan to communicate and consult with staff, learners and community stakeholders about your implementation of these procedures?
4. How will these feature in your learning organisation improvement and development plans?
5. What challenges / push-back do you envisage? How will you prepare for that?
6. What impact / implications on learning organisation culture will there be if these procedures are followed? Or not followed?

GOVERNORS

Many governing boards are not representative of their communities and are not reflective of the changing demographics of Wales. The National Governor’s Association’s 2022 annual governance survey reported only 6% of respondents identified as being from a Black, Asian or Minority Ethnic background, which compares with 15% for the general population in the UK. Many governing bodies have noticed the lack of racialised and cultural diversity present and have questioned why. It is important that all governors realise that it takes a different approach and a more concerted effort to pro-actively reach out to a wider range of potential governors. Continuing to recruit governors in the same way as you have always done historically and expecting a different result won’t support your aim of diversifying your board.

Further reading on the importance of this: [‘We need more school governors who look like me’ - BBC News](#)

THE ROLE OF THE GOVERNING BODY’S EQUITY AND DIVERSITY CHAMPION

DARPL and Welsh Government advise a designated Equity and Diversity Champion on each Board of Governors, who has the responsibility of ensuring all aspects of the 2010 Equalities Act are upheld. The Equity and Diversity Champion is the link between the governing body and the school in relation to equality matters. This governor should meet with staff regularly to discuss the implications of the Equality Act 2010 and the Equality and

Human Rights Commission’s Public Sector Equality Duty Guidance for Schools in Wales and England, to help governing bodies ensure compliance with equality duties including:

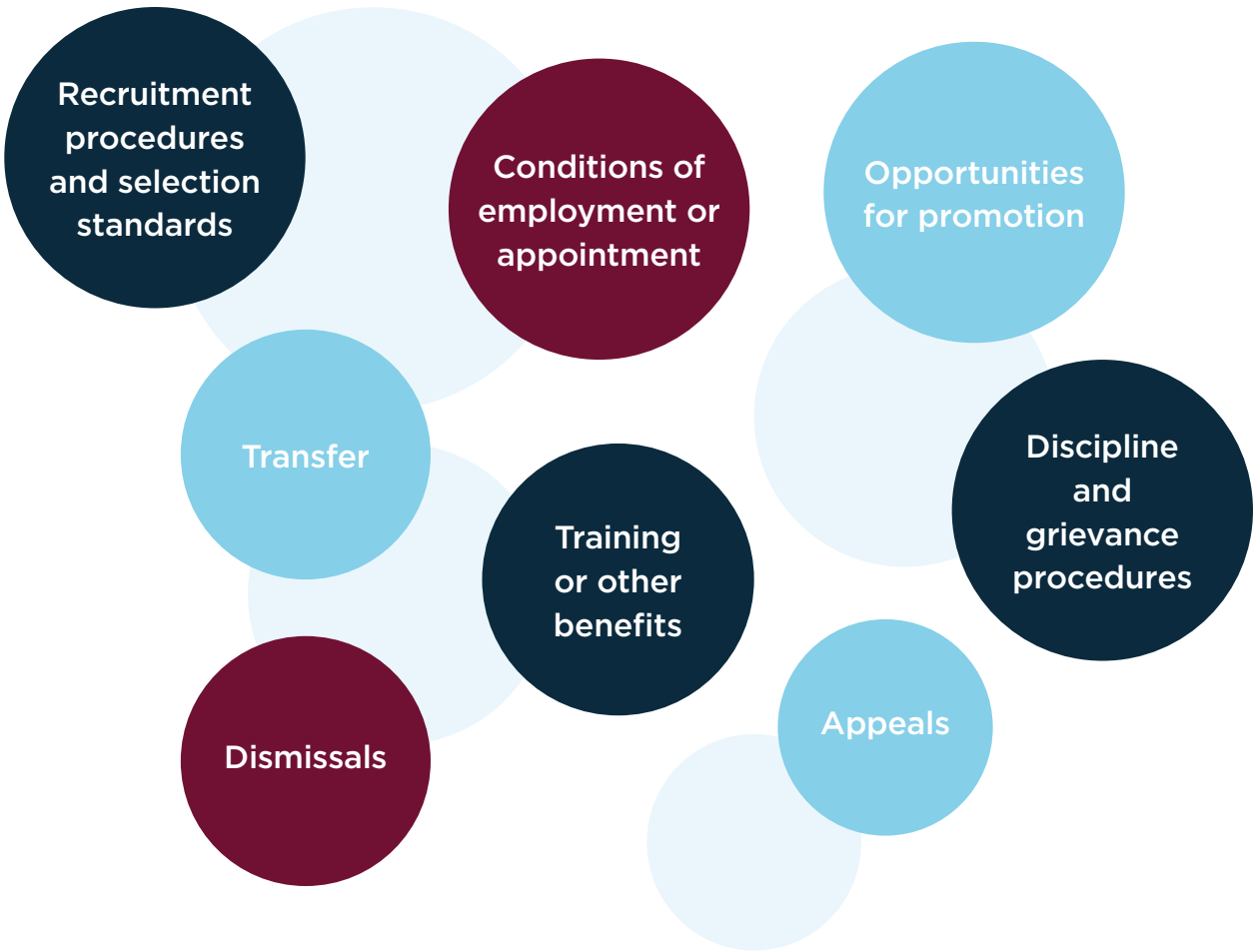
- Making sure the school complies with the relevant equality legislation (Equality Act 2010)
 - Publish equality information annually (following a review of schools’ equality data, policies and practice and how the school engages with protected groups).
 - Identify where practice could be improved and publish and review equality objectives (single equality plan) and an accessibility plan.
- Monitoring progress towards the equality objectives and reporting annually

In respect of race equity, schools and learning organisations need to make sure that no learner is singled out for different and less favourable treatment from that given to other pupils, and segregation of pupils by race is always direct discrimination. However, it does not mean that schools / settings cannot take positive action to deal with particular disadvantages affecting children of one racial or ethnic group to overcome system inequalities and barriers faced.

- Schools and learning organisations in Wales need to ensure the equity and diversity champion is known to all stakeholders.
- You can read more about the school governors role descriptor [here](#) as an example for some helpful reflective questions and resources.

EQUAL OPPORTUNITIES AND SCHOOL GOVERNORS

Governors need to ensure that there is no unlawful discrimination when carrying out their duties, including in relation to matters such as:



QUESTIONS TO EXPLORE:

- How are racist incidents dealt with across the learning organisation for children and adults?
- How is data on racist incidents reported to the board?
- Does data on behaviour sanctions, up to and including exclusions, indicate any bias towards pupils with particular ethnicities? How is that being addressed?
- Are the learning organisation’s uniform and appearance policies and communications inclusive for all learners and staff from all backgrounds? (in particular with regards to hairstyles).

Example schedule of potential anti-racist actions / focus for an Equity and Diversity Champion Governor:

AUTUMN	1. Understand if/how the following aspects have contributed to whole learning organisation's understanding of its equality objectives: achievement by ethnicity, gender and disability; attendance levels; exclusions; rates of bullying/ racist incidents; access arrangements and take-up rates for school activities; participation of parents at information evenings and school surveys. 2. Determine if all staff know their responsibilities and receive training and support in carrying these out. 3. Does the learning organisation have a strategy or curriculum content to promote the understanding of anti-racism?
SPRING	1. Ensure that the learning organisation publishes equality information and objectives annually and that this is reviewed every four years. This could be done through an equalities page on the school website where all this information is present or links to it are available. 2. How does the learning organisation explain any differences in achievement data, behaviour data, wider school / community life participation? Are the explanations justified? 3. Find out what steps the learning organisation has made to meet the particular needs of learners from Global Majority backgrounds (for example enabling Muslim pupils to pray comfortably at prescribed times). 4. Find out what the learning organisation is doing to encourage learners from Global Majority backgrounds to participate fully in all aspects of the learning organisation's life – clubs/trips/visits.
SUMMER	1. Find out what is the learning organisation is doing to prepare all learners for living in a multi-ethnic society and promote race equity and harmony in the learning organisation, and in the local community. 2. Has the learning organisation consulted and engaged with people from different races who may be affected by their decisions? What sources are used to gather feedback e.g. annual parent survey, parents' evening, parent-school / setting forum meetings, parent-consultation meeting, staff surveys, staff meetings, school council, PSHE lessons, whole school / learning organisation surveys on children's attitudes to self and school / setting, feedback at governing body meetings. 3. Consider statistical information nationally and locally for comparative analysis of learners from all racialised identities. 4. Exit interviews with staff who are leaving to include an anti-racist focus within the discussion.

CONSIDERATIONS FOR CHAIRS OF GOVERNING BODIES

Ensuring you have a diverse governing board is important, however, you need to remember that it is not the sole responsibility of Black and Brown governors or staff to be expected to take on the Equity and Diversity Champion role, or to be the ‘expert’ in anti-racism. Anti-racism is the responsibility of everyone. For boards with racialised and cultural diversity, a level of protection needs to be considered, with regard to the expectations other governors may have

of them to ensure everyone feels included, welcomed and accepted.

Although Chairs of Governors won’t be solely responsible to investigate racist incidents, should a complaint about the Headteacher be made, it would be the responsibility of the Chair of Governors to investigate and to escalate the matter within the Local Authority structure for recording, support, intervention and monitoring. See the flowchart below for guidance:



REFERENCE LIST

- **Abramson et al. (2021) Show Us You Care: exploring the cumulative impact of racism upon racialised young people in the Welsh education system Race Alliance Wales.**
Available at: <https://racealliance.wales/wp-content/uploads/2021/04/Show-Us-You-Care-Full-Report-1.pdf>
- **Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group (2021) Final Report.**
Available at: www.black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf
- **Brighton and Hove City Council (2023) Anti-Racism Strategy 2023 to 2028 [Online]**
Available at: Anti-Racism Strategy 2023 to 2028 (brighton-hove.gov.uk)
- **Children’s Commissioner for Wales (2023) Spotlight Report: ‘Take it Seriously’: Children’s experiences of Racism within Secondary Schools**
Available at: https://www.childcomwales.org.uk/wp-content/uploads/2023/11/CCfW-Spotlight-Report-%E2%80%93-Racism-in-Schools_231123.pdf
- **Davis, S., Houghton, C., Fernandes, J., Andrews, L. and Akmal, B. (2023) Regional Research into Racist Incidents/ Racist-Bullying/ Reporting/ Non-Reporting in Schools and Recommendations for Practice, Policy, and Research (a small-scale study) [Online].**
Available at: <https://www.gwentsafeguarding.org.uk/assets/en-documents/Gwent-research-into-racism-and-racist-bullying.-Final-copy.pdf>
- **Equality Act (2010).**
Available at: Equality Act 2010 (legislation.gov.uk)
- **Estyn (2023) Guidance for Inspectors – What we inspect [Online].**
Available at: https://www.estyn.gov.wales/system/files/2023-09/What%20we%20inspect%20-%20schools%20and%20PRUs%202023_0.pdf
- **Show Racism the Red Card (2020) Racism in Wales? Exploring prejudice in the Welsh education system.**
Available at: <https://www.theredcard.org/wp-content/uploads/2023/01/RacismInWales-ExploringracismtheEducationsystemMay2020F.pdf>
- **Welsh Government (2022) Anti-Racist Wales Action Plan.**
Available at: Anti-Racist Wales Action Plan (gov.wales)



APPENDIX A

Example of a Racist Incident Form.pdf

DARPL

Incident No: Incident Date: / /
How many perpetrators? How many targets?

- 2. Was the incident**
(please tick / cross only one)

Pupil to pupil
Pupil to adult
Adult to pupil
Adult to adult
Adult to pupil and adult
Non-specific
- 3. What was the type of Incident?**
(tick / cross as many as appropriate)

Intimidation
Verbal
Refusal to cooperate with others because of race
Violence with racist intent
Racist graffiti
Racist propaganda
Persistent racial harassment
Bullying
Online behaviours/social media
Other _____

4. Target (for "adult", fill in all known details)

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick /cross one)</i>

(If more Subjects please add at the end of the form)

5. Perpetrator (for "adult", fill in all known details)

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick /cross one)</i>

(If more Perpetrators please add at the end of the form)

6. What action has been taken?
(please tick / cross as many as appropriate)

Discussion with initiate or and teacher/other staff		Date:	
Discussion (one to one) with perpetrator			
Discussion with target			
Fixed Term Exclusion			
Letter to parent			
Onward referral through the pastoral system			
Other support to subject			
Parental interview			
Permanent Exclusion			
Pupil Sanction			
Police Involvement			

Name of the member of the Leadership Team who has been dealing with the incident

If the incident has been recorded and reported anywhere else?
For example, we record ours as a safeguarding incident on EduKey as well as completing the LA form.

DARPL

7. How successful have these actions been?

Continuation Sheet for additional Targets/Perpetrators

Incident No:

Additional Subject [for "adult", fill in all know details]

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick/cross one)</i>

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick/cross one)</i>

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick/cross one)</i>

Additional Initiators [for "adult", fill in all know details]

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick/cross one)</i>

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick/cross one)</i>

Name:	
Year Group:	
Ethnicity:	
Gender	
Involved in previous incidents?	Yes No <i>(please tick/cross one)</i>

DARPL