

EDUCATION, YOUTH & CULTURE OVERVIEW AND SCRUTINY COMMITTEE

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| Date of Meeting | Thursday 17th October 2024 |
| Report Subject | Anti-Racist Wales Action Plan |
| Cabinet Member | Cabinet Member for Education, Welsh Language and Culture |
| Report Author | Chief Officer (Education & Youth) |
| Type of Report | Operational |

EXECUTIVE SUMMARY

The Welsh Government launched the Anti-racist Wales Action Plan (ARWAP) in 2022 which includes actions to tackle racism and make 'meaningful and measurable changes' to the lives of BAME people by 2030.

This report has been developed to provide elected members with an update on the Education goals identified for schools in the Anti-racist Wales Action Plan.

RECOMMENDATIONS

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| 1 | That the Committee confirm that it has received an appropriate level of assurance regarding the progress made towards the Anti-racist Action Plan for Wales goals for Education and Welsh language. |
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REPORT DETAILS

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| 1.00 | EXPLAINING THE ANTI-RACIST WALES ACTION PLAN |
| 1.01 | The Anti-Racist Wales Action Plan (ARWAP) places a responsibility on public bodies to report demonstrable progress in areas detailed in specific actions. |

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| | <p>The Welsh Government <i>'want to make a real difference to current and future generations of ethnic minority people. We want them to thrive, and to continue to help make Wales a greener, stronger and fairer nation. We want a Wales where everyone thrives and feels valued'</i>.</p> <p>Education and Welsh Language is one of eleven priority areas identified within the ARWAP with identified goals for schools alongside Further and Higher Education (FE/HE).</p> |
| 1.02 | <p>Goal: To ensure that Black Asian and Minority Ethnic stories, contributions and histories are taught throughout the Curriculum for Wales 2022</p> <p>Wales was the first part of the UK to make it mandatory to teach Black, Asian and Minority Ethnic histories and experiences. In primary schools the Curriculum for Wales has been delivered to all year groups since Autumn term 2022. In secondary schools the Curriculum for Wales is now being implemented in Years 7, 8 and 9 as part of a rolling year on year programme of delivery.</p> <p>From September 2024 GwE regional school improvement officers will monitor and evaluate work specifically looking for evidence of the use of Black, Asian and Minority Ethnic stories, contributions and histories being taught in schools.</p> |
| 1.03 | <p>An analysis of Estyn inspection reports from September 2023 - July 2024 has been completed with a few examples highlighted below to provide a flavour of the work underway in primary and secondary schools in Flintshire. Positively, none of the Estyn Inspection reports for Flintshire Primary and Secondary schools during the last academic year featured any recommendations for the use of Black Asian and Minority Ethnic stories, contributions and histories to be taught.</p> <p>Ysgol Gronant:</p> <p>Pupils learn how to be ethical citizens through their work on climate change and its effect on the locality and globally. They develop a sound understanding and appreciation of diversity through rich cultural learning experiences. For example, when celebrating Diwali they involve members of the community who share their faith, traditions and cuisine throughout the festival.</p> <p>Pupils have regular opportunities for reflecting on their own and others' values and beliefs through lessons and as part of their collective worship. The school has valuable links with members of faith communities that deepens pupils' understanding of a range of cultures through learning experiences, visits and events. Their work on 'Carnifal' for example helps them develop an understanding of how and why communities hold carnivals across the world.</p> <p>These experiences are beginning to support pupils' understanding of equality, diversity and human rights, as they begin to discover the impact of world events on others' lives. They consider, for example, the effects of</p> |

displacement on people because of extreme weather conditions and historical events such as Windrush.

Ysgol Maes Glas:

Many of the oldest pupils use a rich vocabulary, for example when writing about the links between Holywell and the slave trade, they use adjectives imaginatively to bring to life the impact of the sea journeys on individual slaves.

Older pupils become aware of the importance of equality and inclusion as part of an oracy project related to the slave trade and supporting families in developing countries.

They enjoy learning about other cultures, languages and beliefs and regularly communicate online or through email with schools around the world, such as in New York and China.

Ysgol Parc y Llan

Staff encourage pupils to celebrate the diversity of their community and develop an understanding of the heritage of Wales.

Pupils take part enthusiastically in cultural events, such as the annual school Eisteddfod and support Welsh and Black History week. For instance, older pupils write informative character profiles in Welsh about influential black people, such as Betty Campbell. Overall, the school has developed a curriculum that suitably reflects the cultural, linguistic and diverse nature of Wales.

Staff provide rich opportunities for pupils to develop their understanding of equality and diversity. For example, pupils participate in anti-racism day.

Alun High school

Many pupils develop an awareness and understanding of their rights and responsibilities well and have worked hard to achieve the United Nations Children's Fund (UNICEF) Rights Respecting Schools Gold award. Many pupils collaborate well with staff and each other to ensure that everyone has the right 'to teach, to learn, to be safe and to be respected'.

Pupils benefit from a valuable personal and social education (PSE) programme that has been carefully designed to suit pupils of different ages appropriately. The school is beginning to increase the opportunities for pupils to experience learning activities that reflect the diverse nature of Wales and the wider world.

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Goal: To create an anti-racist teaching workforce through embedding anti-racist professional learning.

Diversity and Anti-Racist Professional Learning (DARPL) is a national professional learning model comprising anti-racist professional learning provisions and resources for education professionals. DARPL was founded as a Community of Practice (CoP) in 2021, funded by the Welsh

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| | <p>Government and established at Cardiff Metropolitan University. We have signposted all schools to DARPL to access the professional learning opportunities and resources available.</p> <p>GwE have also coordinated professional learning opportunities including a Humanities Conference in November 2023 for all schools. Staff from 5 Secondary Flintshire Schools attended.</p> <p>GwE supported the coordination of the DARPL conference in Llandudno in June 2024 which was promoted to all schools. We have approached DARPL for further professional learning for Flintshire schools and planning is underway for face-to-face training in March 2025.</p> <p>Two Flintshire primary schools, Ysgol Maes y Felin and Ysgol Trelawnyd, were successful in their bid for the Arts Council for Wales Culturally and Ethically Diverse Wales project 2023-34 supported by GwE.</p> <p>We continue to signpost the training offer from Victim Support to school leaders which includes regular opportunities to learn about hate crime in Wales and reporting. Hate Crime Awareness week will take place 12-19th October 2024 and is highlighted annually to schools.</p> |
| 1.05 | <p>Goal: To improve the experiences of Black, Asian and Minority Ethnic learners and teachers in schools.</p> <p>The Challenging Bullying Online Reporting platform for schools to notify the local authority of prejudice related incidents including racism, has been in place since 2021. Prior to this, incidents were reported utilising a designated Respecting Others form and emailed to the LA.</p> <p>Between April 2022 and March 2023 there were 49 incidents reported to the local authority. 19 of the reports were made from primary schools and 30 from secondary schools for bullying related incidents.</p> <p>Between April 2023 and March 2024 there were 28 incidents reported by schools. 17 reports were completed by primary schools. 11 reports were completed by secondary schools.</p> <p>By comparing the data reported using the platform there has been a decrease in reports. However, many schools are using their own online recording mechanisms and not always reporting cases to the Local Authority. Furthermore, more work is needed in all schools to ensure incidents are reported to staff with many incidents of prejudice-based bullying going unreported.</p> <p>Therefore, the data set is unlikely to provide a true representation of prejudice related incidents in Flintshire schools. We plan to address this with the pilot of a different reporting system which aligns with what the schools currently utilise for their own reporting, alongside the Leaders of Now intervention in secondary schools outlined in section 1.07.</p> |
| 1.06 | <p>The anti-bullying model policy template and strategic equality plans are under review at present and will be revised this term.</p> |

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| 1.07 | <p>Goal: To reduce the negative experience of racism by Gypsies, Roma and Traveller’ negative experience of schooling.</p> <p>In December 2023 the Welsh Government published new guidance ‘Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people’.</p> <p>Delivering the objectives of the Anti-racist Wales Action Plan relies on the training and development of education practitioners in promoting awareness and anti-racist cultures in schools. The under-representation of Gypsy, Roma and Traveller teachers is part of the wider lack of diversity in the education and schools’ workforce. It is also a contributing factor to the barriers, discrimination and racism which Gypsy, Roma and Traveller learners may experience.</p> <p>The guidance is an integral part of the actions being driven forward to create and embed an anti-racist education system.</p> <p>The Gypsy Traveller Education team advocates for and supports all of our pupils and families through close home-school liaison including weekly site visits, training and cultural awareness sessions for school staff, and literacy and well-being sessions for pupils.</p> <p>Supportive relationships are developed which provide all Traveller pupils with a ‘trusted adult’ within the school setting, thus enabling any potentially negative experiences to be addressed in a timely and appropriate manner.</p> <p>Where cultural differences exist, for example in relation to Relationships and Sexuality Education (RSE) curriculum, the service supports the families to ‘have their voice’ and works to develop a mutually respectful solution to any concerns.</p> <p>Traveller pupils from Flintshire have met with the Children’s Commissioner for Wales this year to share their experiences of education and ensure their voices are heard at a national level, helping to develop anti-racist policies which reflect their needs.</p> <p>Close liaison between the Local authority and third-party advocates Travelling Ahead enables families to share any concerns in a non-threatening and supportive manner.</p> |
| 1.08 | <p>Goal: Ensure the well-being of Black Asian Minority Ethnic learners.</p> <p>Following a review of the Challenging Bullying data, three secondary schools were invited to participate in a funded intervention delivered by Show Racism the Red Card (SRtRC) in autumn term 2023. One secondary school had previously taken part in a regional Leaders of Now pilot during 22-23 and subsequently they were also invited to continue their journey in 23-24. This was funded through the Welsh Government’s Wellbeing grant to the local authority.</p> <p>The Show Racism the Red Card ‘Leaders of Now’ project requires schools to identify a group of a minimum of 5 pupils’ (from year 9 upwards) to form</p> |

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| | <p>a pupil voice group to lead on anti-racism in their schools, supported by 1-2 members of staff.</p> <p>The aims of Leaders of Now are:</p> <ul style="list-style-type: none"> • To empower young people to be actively anti-racist in their own communities • To create a self-sustaining network of anti-racism activists • To enable ongoing longer-term conversations about racism and anti-racism • To enable young people to feel confident in challenging racism within their own spaces • To gather intelligence on what young people want/need from us and be pupil-led • To give pupils a voice that is heard by senior school leaders. <p>The initial Leaders of Now training day was held on 26th September 2023 for 26 learners and staff from four schools. Over the course of two terms the schools were supported by SRtRC officers before bringing them back together to share their work on 30th April 2024 at a celebration event. There were 56 attendees present for the morning, which was an opportunity for the young people to share their progress to date.</p> |
| 1.09 | <p>SRtRC officers have evaluated data from the four schools using baseline school surveys; half termly staff reflections; half termly pupil reflections; SRtRC staff check in and reflection notes; and the celebration event presentations. When evaluating this data, several key themes have been identified.</p> <p>Pupils' initial level of understanding of race and racism was at a fairly low level, so whilst many of them began to take action within their schools, the building blocks of developing their own understanding were needed first. Work was needed around recognising racism more broadly and this was symptomatic of the wider school populations, as was reflected in the pupil surveys.</p> <p>For some pupils, what was most empowering was the understanding of how they themselves and their families were directly impacted by racism. By first covering the basics, some groups were enabled to think more deeply around racism, particularly that linked to nationality, and to understand how structures may not be meeting their needs.</p> <p>The first key impact of the project was <i>deepening understanding of the breadth of racism, the forms it can take and how to address these.</i></p> |
| 1.10 | <p>Secondly the Leaders of Now was hugely <i>impactful in getting pupils and supporting staff to better understand what racism and anti-racism actually looked like in their schools.</i></p> <p>The research element (largely through pupil surveys) revealed the gaps between reported incidents, staff perception of racism in school and pupil</p> |

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| | <p>perception of racism in school. Whilst pupils were experiencing or seeing racism, often this went unreported, sometimes due to a lack of appreciation of the significance of the issue, sometimes due to a lack of clarity around how to report and sometimes due to a lack of trust in school staff to take it seriously and respond effectively.</p> <p>By collecting this data, Leaders of Now were better equipped to target their efforts, as guided by SRtRC. For most schools, these efforts centred around providing education for their classmates and looking at making it easier for pupils to report racism. When asked about their biggest achievements during the project, multiple Leaders of Now mentioned their surveys. Additionally, one pupil said:</p> <p><i>' [We] raised more awareness about racism and what it actually is and how we can tackle it'</i></p> <p>Many also highlighted the new reporting initiatives they had trialled, from the 'anti-racism box' to the information sessions they had been able to run. One pupil mentioned that there was:</p> <p><i>'less racism in and around the school and people are more aware'.</i></p> <p>Whilst another said they were most proud of:</p> <p><i>'Making a positive impact on the school.'</i></p> <p>This suggests that Leaders felt that their work had impact, empowering them even further.</p> |
| 1.11 | <p>One goal of the project was to give pupils a voice that was heard by senior leadership. The outcome of this was uneven. For schools with leadership buy in, projects moved much more quickly. For others, there were barriers; for example, there were initial delays in sharing the pupil survey at one school, which had an impact on the timescales of the project.</p> <p><i>Despite this, 70% of pupil ambassadors surveyed felt school senior leaders listened to them and took action. Additionally, 90% of pupil ambassadors felt well supported by their staff lead(s), despite the fact that some staff leads were under significant pressure.</i></p> <p>Whilst staff clearly did a fantastic job, this reinforced that the project really needs 2 staff leads in each school, as well as buy in from the senior leadership team. A pleasing side note to this is that many of the staff that supported and / or came into contact with the project were inspired to take their own anti-racism work further with some carrying out whole school audits of displays and materials being used and others attending additional training sessions.</p> |
| 1.12 | <p>The aim of Leaders of Now is to create a self-sustaining network of anti-racist champions. This has been partially achieved with some groups</p> |

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| | <p>having already actively recruited to continue the work, whilst others have looked for the support of SRtRC to allow them to do this in 24-25.</p> <p>As a local authority we will continue to fund support for four schools in 2024-25 to ensure this work becomes embedded and sustainable. There was also an expectation that 4 hours staff training was undertaken at each of the schools, which has been a challenge for some, and will be prioritised during 24-25.</p> <p>We have also invited two further secondary schools to take part in Leaders of Now this year and pupils attended their initial training day on 24th September, alongside identified secondary schools in Wrexham. The intention is to bring learners from all 6 Flintshire secondary schools together alongside Wrexham schools in April 2025 to share effective practice.</p> |
| 1.13 | <p>Goal: To take steps to ensure that exclusions are used in a way that doesn't disproportionately impact specific groups.</p> <p>The Welsh Government published updated guidance 'Exclusion from schools and pupil referral units' in April 2024. The guidance has been strengthened to support schools to understand how to use exclusions in a way that does not disproportionately impact specific groups; for example, ethnic minority learners and learners with additional learning needs (ALN).</p> <p>In Flintshire from September 2024 exclusion data will capture ethnicity which will be analysed and reported at the end of the school year.</p> |
| 1.14 | <p>Goal: the voices of Black, Asian and Minority Ethnic Welsh speakers are heard and listened to and that more is done to promote access to the Welsh language by ethnic minority communities in the areas of education, language learning, the workplace and community activities.</p> <p>We are supporting and working with Menter Iaith Fflint a Wrecsam to promote the Welsh language within our communities. Menter Iaith is a member of the North East Wales multi-cultural hub, comprising organisations representing people from Black and ethnic minority backgrounds, and promotes Welsh language to Forum members. As part of St David's Day celebrations Menter Iaith received funding from the North East Wales Community Cohesion fund to develop and share activity packs with organisations representing Black, Asian and Minority Ethnic people to encourage them to participate and be involved. Menter Iaith has also promoted Welsh language and culture to Refugees and Asylum Seekers living in Flintshire.</p> <p>We will be updating our Welsh language Promotion Strategy during 2024/25 and will be including specific activities to achieve this goal.</p> |

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| 2.00 | RESOURCE IMPLICATIONS |
| 2.01 | Funding for Leaders of Now initially was made available through the Welsh Government Wellbeing grant. This was reduced this year therefore funding has been identified through Health Promoting Schools budgets. There may be challenges to expanding the programme beyond 6 secondary schools due to limited funding. |

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| 3.00 | IMPACT ASSESSMENT AND RISK MANAGEMENT |
| 3.01 | The risk for the Council is the potential to breach statutory legislation related to ARWAP. Portfolio risks are recorded in the portfolio risk register and escalated to the corporate risk register if actions are evaluated as not having the intended impact. |

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| 4.00 | CONSULTATIONS REQUIRED/CARRIED OUT |
| 4.01 | Leaders of Now pupil surveys at four secondary schools. |

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| 5.00 | APPENDICES |
| 5.01 | None. |

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| 6.00 | LIST OF ACCESSIBLE BACKGROUND DOCUMENTS |
| 6.01 | <p>Anti Racist Wales Action Plan https://www.gov.wales/anti-racist-wales-action-plan</p> <p>Exclusion from schools and pupil referral units Guidance https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru#:~:text=Guidance%20on%20excluding%20learners%20and%20the</p> <p>Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people https://www.gov.wales/celebrate-and-participate-education-guidance-support-gypsy-roma-and-traveller-children-and-young#:~:text=This%20guidance%20aims%20to%20increase%20cultural</p> |

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| 7.00 | CONTACT OFFICER DETAILS |
| 7.01 | <p>Contact Officer: Vicky Barlow, Senior Manager for School Improvement Telephone: 01352 704019 E-mail: vicky.barlow@flintshire.gov.uk</p> |

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| | <p>Contact Officer: Claire Sinnott, Learning Advisor – Health, Wellbeing & Safeguarding Telephone: 01352 704054 E-mail: Claire.h.sinnott@flintshire.gov.uk</p> |
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| 8.00 | GLOSSARY OF TERMS |
| 8.01 | <p>Anti-racist Wales Action Plan (ARWAP)</p> <p>Black, Asian and Minority Ethnic groups (BAME)</p> <p>Regional School Improvement Service (GWE)</p> <p>Diversity and Anti-Racist Professional Learning (DARPL) https://darpl.org/</p> <p>Show Racism the Red card (SRtRC) https://www.theredcard.org/</p> |