

EDUCATION, YOUTH & CULTURE OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 23 rd March 2023
Report Subject	Anti-racist Wales Action Plan
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

On the 20th of July 2022, the Welsh Government published the Anti-racist Wales Action Plan (The Plan). Adopting an anti-racist approach requires us to look at the ways that racism is built into our policies, formal and informal rules and regulations and generally the ways in which we work. The Plan isn't just for Welsh Government. It is for all public services, and other sectors wherever we can influence them. This must be a joint effort to collectively make a meaningful difference to the lives of Black, Asian and Minority Ethnic people by tackling racism.

The Plan has been developed in collaboration with a wide range of communities and organisations across all parts of Wales.

This report has been developed to provide elected members with an update on how the Council is responding to the requirements of the Anti-racist Wales Action Plan in line with the development of the new Curriculum for Wales.

“Here in Wales, we begin with the resolve to take the first steps! Without action nothing changes. Indeed, now we need action, not words”. (Welsh Government - An introduction to an Anti-racist Wales)

RECOMMENDATIONS

1	Members commit to supporting the vision of the Anti-racist Wales Action Plan and the actions set out for education.
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2	That members confirm they have received an appropriate level of assurance regarding the work of the Education & Youth Portfolio in meeting the requirements of the Anti-racist Action Plan for Wales.
3	Members to determine the frequency of update reports on the Anti-racist Action Plan to the Committee and it be added to the Forward Work Programme.

REPORT DETAILS

1.00	EXPLAINING THE ANTI-RACIST WALES ACTION PLAN
1.01	<p>The Anti-racist Wales Action Plan is supported by an introduction to Anti-racist Wales. The introduction sets out:</p> <ul style="list-style-type: none"> • Why Welsh Government are doing this work • Where they want to get to by 2030 and how this will be achieved • What is racism and what is anti-racism • How anti-racism differs from past efforts to tackle racism and what is distinctive about this plan • How Welsh Government will ensure that the plan does not fail and what the challenge is for us all
1.02	<p>The Plan sets a vision for 2030 and the first published version sets out the actions required from June 2022 to June 2024. Welsh Government intend to build on the learning from each 2-year period, before developing the work for the next 2 years. The Plan is intended to be a different kind of plan:</p> <ul style="list-style-type: none"> • One based on the lived experiences of ethnic minority communities • One that was partly designed by them • One that tackles the root causes of racism in how we lead, manage and work with others to deliver public services <p>The Plan is focused on starting to create a culture with zero tolerance and on how we change our systems and institutions to “design-out” racism. A group of independent external experts and people from ethnic minority communities will hold all who have responsibility to deliver on the Plan to account.</p>
1.03	<p>The Plan includes detailed actions for policy areas. Actions are divided into eleven broad areas. These include Leadership within the Welsh Government and across the Welsh public sector, Education and Welsh language, Culture, heritage and sport and nation of sanctuary: support for refugees and asylum seekers. Each area then has goals identified with more detailed actions.</p>
1.04	<p>Policy Area for Education and Welsh Language In relation to Education, Welsh Government heard that many students and those supporting ethnic minority children and young adults, across all levels</p>

	<p>of education, experience racism in how they are treated and how their academic progress is assessed.</p> <p>All education institutions will be required to tackle institutional racism as a whole institution approach. It is important to recognise the good work that is already being done in all areas of education. However, much more still needs to be done.</p> <p>Recognising the different contexts in which our education providers operate, Welsh Government have set out specific priorities and actions for schools, including the following goals. Some of that work has already begun in our schools.</p>
1.05	<p>Goal: To ensure that Black Asian and Minority Ethnic stories, contributions and histories are taught throughout the revised Curriculum for Wales 2022</p> <p>The Welsh Government accepted and implemented recommendations made by Professor Charlotte Williams on the need to incorporate the history of slavery and colonialism into the history curriculum. Learning about the cultural heritage and ethnic diversity of Wales and the wider world is now a mandatory element of our national curriculum. This will ensure that present and future generations will learn about all of our histories.</p> <p>One of the Statements of ‘What Matters’ in the Humanities Area of Learning and Experience is that Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>This includes an expectation that “through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. These stories are diverse, spanning different communities as well as, in particular, the stories of Black, Asian and Minority Ethnic people. This also enables learners to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world.”</p> <p>Support for implementing the new curriculum for Wales is resourced through the regional school improvement service (GwE). As the new curriculum is fully rolled out, we will be asking GwE to include in their monitoring and evaluation work with schools what progress against this goal is being made by our schools. We will also analyse evidence from Estyn reports for our schools over time.</p>
1.06	<p>Progress made to date in the implementation of the Plan includes:</p> <p>Welsh Government funding accessed via the Minority Ethnic Achievement Grant and Regional Community Cohesion Grant which enabled the charity ‘Show Racism the Red Card’ (SRTRC) to deliver anti-racism workshops for teachers in each Flintshire secondary school between January-March 2020.</p> <p>Schools were encouraged to also invite representatives from their clusters to attend the training. SRTRC were able to deliver tailored twilight sessions</p>

	to meet specific needs of each school, alongside the chosen focus agreed locally of <i>'Dispelling myths around the Gypsy, Roma Traveller community'</i> .
1.07	We have actively signposted all Flintshire schools to the North Wales Regional Equality Network (NWREN) e-learning module <i>'Supporting Schools in Challenging Racism - Towards achieving a zero tolerance of racism within Welsh Education'</i> on Hwb since 2021. The e-learning aims to build confidence in recognising and dealing with racist attitudes and capacity to challenge racism and help embed race equality in the curriculum.
1.08	Ongoing work with Victim Support Cymru has taken place to signpost education officers and teachers in schools to Hate Crime training opportunities and support available during 2021/2022.
1.09	<p>The Hate Crime in Schools Project ended in March 2022, with 145 schools across Wales receiving hate crime awareness raising training and critical thinking sessions. The Welsh Local Government Association delivered the project on behalf of Welsh Government with 8 primary schools from Flintshire invited to participate. Schools were selected by reviewing the Respecting Others racist incident reporting information held and community tensions monitoring, among other information.</p> <p>The Hate Crime in Schools Project funded professional development for key staff to complete the Philosophy for Children, Colleges and Communities (P4C) foundation course. P4C is powerful pedagogy that develops critical, creative, caring and collaborative thinking. As part of this training, staff were required to complete 3 x 3-hour sessions. The training offer was extended to all primary schools (beyond the 8 schools participating in the project) and subsequently 14 staff completed the training in full, from 11 primary schools in Flintshire. This was considered a positive take up allowing for challenges of releasing staff for three sessions when there was a shortage of supply cover teachers at the time.</p>
1.06	<p>Goal: To create an anti-racist teaching workforce through embedding anti-racist professional learning.</p> <p>We will continue to support our schools by signposting to anti-racist professional learning resources to support the teaching of the new curriculum. As part of the Plan, work is underway to establish a central online resource to provide support for practitioners and leaders to develop curriculum materials and resources.</p> <p>There are a growing number of resources available to Flintshire schools via the national learning platform Hwb.</p>
1.07	<p>Goal: To improve the experiences of Black, Asian and Minority Ethnic learners and teachers in schools.</p> <p>The Welsh Government currently lacks data on racist bullying and harassment and the everyday experiences of Black, Asian and Minority Ethnic children and young people in education settings. To improve the experiences of Black, Asian and Minority Ethnic learners and teachers in schools, Welsh Government will require the reporting of racist incidents and harassment in schools and colleges by September 2023. This will involve:</p> <ul style="list-style-type: none"> • Strengthened data collection

	<ul style="list-style-type: none"> • Analysis of how incidents were dealt with / action taken • Identifying/ recording whether the incident was resolved successfully for the victim <p>Welsh Government is currently considering a Wales-wide system of reporting and data collection which will specifically collect data in relation to bullying and harassment, including on the basis of protected characteristics.</p> <p>The Local Authority (LA) already records and monitors reported racial incidents involving learners. Historically this has involved the completion of a 'Respecting Others' form by the school and emailed to a designated officer. Since the release of Rights, Respects, Equity statutory guidance in 2019 emphasising the reporting and monitoring responsibilities of LAs and governing bodies of incidences, work began the same year on an online method of capturing this information. Due to the pandemic this work was delayed and a pilot involving schools subsequently took place in the summer of 2021.</p> <p>Working with colleagues in the Council's IT department, the 'Challenging Bullying' reporting system was created and hosted online on the Flintshire Workspace platform. The system enables schools to create an online incident report for bullying, including racist incidences and maintain them in one place and update as required. Reports can be viewed on the platform by the LA for monitoring purposes and officers are also able to generate reports if they have witnessed an incident or have become aware of an incident whilst visiting a school.</p>
	<p>Since September 2021 when the Challenging Bullying system was launched to all Flintshire schools, the following reports have been made:</p> <ul style="list-style-type: none"> • Total number of reports made Sept 2021-July 22: 45 • Total number of schools that have reported: 17 (13 primary / 4 secondary) • Most frequent types of bullying incidents reported: Face to face 14, verbal (which can include cyber or on-line bullying) 26, prejudice related 20 • Most frequent category of prejudice related incidents reported: Racist (focused on race, religion or culture) 19 • Number of incidents reported to have resulted in a period of exclusion: 4 <p>We are working with schools to understand the complexities of using different online reporting systems and this will be reviewed and decisions made when details of the new national platform are known.</p>
1.07	<p>Goal: To reduce the negative experience of racism by Gypsies, Roma and Traveller' negative experience of schooling.</p> <p>Welsh Government will be producing updated guidance for schools. Our Inclusion Service continues to work with schools to develop increased awareness of the specific needs of Gypsy, Roma and Traveller learners.</p> <p>Activities to date include:</p>

	<ul style="list-style-type: none"> • Training available for schools regarding culture, behaviours, education and good practice. This will soon be available as an online training program. • Working on Gypsy and Traveller Culture within the new curriculum – again materials will be available to schools. • Acting as advocates for families and supports them to address any concerns. • Challenging regarding any practice that may negatively impact on pupils' attendance, attainment and wellbeing. • Provision of literacy support, pastoral support, nurture and alternative education opportunities including hair and beauty, forest school, boxing and swimming, which are needs led, for children who are struggling or not engaged with mainstream provision.
1.08	<p>Goal: To increase recruitment of teachers from ethnic minority communities into the Education sector with a clear focus on recruitment into Initial Teacher Education (ITE) programmes</p> <p>In October 2021, the Initial Teacher Education Black, Asian and Minority Ethnic Recruitment Plan was published by Welsh Government which includes a new mentorship scheme.</p>
1.09	<p>Goal: Ensure the wellbeing of Black, Asian and Minority Ethnic learners</p> <p>Welsh Government are strengthening statutory guidance documents for school in respect of wellbeing to recognise the particular needs of learners from ethnic minority backgrounds. This goal also focuses on ensuring a range of appropriate interventions and resources are available to schools.</p> <p>Progress in Flintshire schools to date includes:</p> <p>Alongside the SRTRC workshops for secondary school teachers, all Year 8 learners received an anti-racist and myth busting workshop delivered between Jan – March 2020 to raise awareness of the current issues surrounding racism in society. Show Racism the Red Card uses sport as a starting point to tackle racism. The aims of the workshops are:</p> <ul style="list-style-type: none"> • To familiarise young people with the causes, consequences and forms of racism and equip them with a range of skills that will enable them to challenge racism; • To enable young people to develop good relationships and respect the differences between people, regardless of a person's race, ethnicity, nationality or religion; • To prepare young people to play an active role as citizens in a growing multi-racial society, and to prepare them for life experiences; • To provide teachers with an easy-to-use teaching resource enabling them to educate pupils to become responsible citizens in a diverse society.
1.10	<p>As part of the Hate Crime in Schools Project, Show Racism the Red Card was also funded to undertake workshops for learners in Years 5/6 in the 8 participating primary schools. The aims of the workshops outlined above were adapted for primary age learners and were delivered between April and November 2021.</p>

1.11	<p>By utilising the Council’s Wellbeing grant, we are currently on the second pilot of the Jigsaw PSHE programme. This online health and well-being programme provides weekly lessons for every year group (3-16 years) organised in 6 units: Being Me in My World, <u>Celebrating Difference</u>, Dreams and Goals, Healthy Me, Relationships and Changing Me.</p> <p>11 schools in 2021/22 and a further 15 schools in 2022/23 have been trialling the resource for an academic year in order to explore how it can support them to meet the requirements of the Health and Wellbeing Area of Learning and Experience (AoLE) and support the wellbeing of learners.</p> <p>Mindfulness philosophy underpins the programme and mindfulness practice is built into every lesson, aiming to support self-regulation and self-awareness which is particularly relevant when learning about sensitive topics. Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self.</p> <p>Jigsaw supports the personal development, acceptance and inclusion of all learners and teaches children resilience, tenacity and perseverance to prepare them for the world of adult life. These topics are the focus of the Celebrating Difference theme. Each year group looks at similarity and difference in a celebratory way and also considers how difference can be used as a reason for bullying or conflict. In ages 7-11 some of the protected characteristics from the Equality Act are examined positively, with regard to how differences can lead to prejudice and discrimination, discussing how learners might tackle this. Specific anti-bullying lessons are embedded in Celebrating Difference with pupils learning about what creates an anti-bullying culture.</p>
1.12	<p>The Whole School Approach to Mental and Emotional Health and Wellbeing Framework was launched by Welsh Government in March 2021 which aims to address the emotional and mental well-being needs of <u>all</u> children and young people, as well as school staff, as part of the whole-school community.</p> <p>The framework requires all schools to make a credible assessment of their current approach to mental and emotional wellbeing by using a self-evaluation tool (audit) and completing a Red Amber Green (RAG) rating under 8 headings:</p> <ol style="list-style-type: none"> 1. Leadership and commitment 2. Understanding mental health and wellbeing needs 3. Involvement and engagement 4. Workforce 5. Relationships 6. Help and support 7. School environment and facilities 8. Curriculum

	<p>To help inform the baseline, schools are encouraged to consult with learners, parents, staff and governors about the current wellbeing offer. All Flintshire schools are expected to share their baseline audit with the LA by Easter 2023. Once a baseline is established, each school is able to identify and celebrate what they do well and can protect and build on this, alongside identifying where they have an opportunity to improve; developing the appropriate plans for improvement going forward as part of an ongoing process. As a county we want to gain a clearer understanding of wellbeing provision in schools and target resources appropriately to support all young people, including the well-being of Black, Asian and Minority Ethnic learners.</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>Welsh Government are strengthening their guidance on Exclusions from School and Pupil Referral Units in relation to learners who can be disproportionately subject to permanent or temporary exclusions. This is expected to be ready for September 2023.</p>
1.14	<p>Flintshire Council's Corporate Equalities Review Board (CERB).</p> <p>The Senior Manager for School Improvement represents the Education Portfolio on the Council's Corporate Equalities Review Board (CERB). The Anti-racist Wales Action Plan sits within the forward work programme for this Board. The purpose of the Board is to demonstrate visible leadership and help create a positive climate for improved fairness, equality and diversity in all areas of the Council's work, as an employer, provider of services and a commissioner of services.</p> <p>The Board also</p> <ul style="list-style-type: none"> • oversees performance and progress by the Council in relation to the Council's Strategic Equality Plan (SEP) and complying with the Public Sector Equality Duty (PSED) including the socio-economic duty and • provides guidance in relation to equalities practice and driving forward improvements/initiatives to reduce inequalities. <p>Corporate Resources and Overview Scrutiny and Cabinet receive information regarding the work of the CERB through the Strategic Equality Plan annual report. Reports detailing the specific work within individual portfolios are reported through the relevant Scrutiny Committee in accordance with the agreed forward work programme.</p> <p>Meeting the requirements of the Plan is included as an action within the Council Plan for 2023 onwards. Reports on implementing the Plan will be included within Council Performance Reports.</p>

2.00	RESOURCE IMPLICATIONS
2.01	<p>The provision for support for schools for implementing the new curriculum comes predominately through GwE, the regional school improvement service and Hwb.</p> <p>All schools in Flintshire have free access to Hwb as a digital platform.</p>

	Welsh Government Ministers, across all portfolios have committed to make an appropriate level of resources available across Welsh Government, to deliver the goals and actions in this plan.
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3.00	IMPACT ASSESSMENT AND RISK MANAGEMENT
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	The risk for the Council is the potential to breach statutory legislation related to this action plan. 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
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4.01	Welsh Government have consulted widely when developing this Action Plan. They have made positive efforts to bring in the lived experiences and expertise of experts and communities.
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5.00	APPENDICES
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5.01	None.
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6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
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6.01	<p>Anti-racist Wales Action Plan</p> <p>https://www.gov.wales/anti-racist-wales-action-plan</p> <p>Learning of Black, Asian and Minority Ethnic histories included in new Welsh Curriculum</p> <p>https://www.gov.wales/learning-black-asian-and-minority-ethnic-histories-included-new-welsh-curriculum</p> <p>Humanities Area of Learning and Experience in the new Curriculum</p> <p>https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p>
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7.00	CONTACT OFFICER DETAILS
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7.01	<p>Contact Officer: Vicky Barlow, Senior Manager for School Improvement</p> <p>Telephone: 01352 704054 Cymraeg/ Welsh 01267 224923</p> <p>E-mail: vicky.barlow@flintshire.gov.uk</p>
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8.00	GLOSSARY OF TERMS
8.01	<p>Institutional racism “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. The report argues that institutional racism can be seen or detected in processes, attitudes, and behaviours that amount to discrimination through prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages minority ethnic groups. “(Macpherson Report 1999)</p> <p>Anti-racism “Actively identifying and eradicating the systems, structures and processes that produce radically differential outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as ‘racist’ we can, by doing nothing, be complicit in allowing racism to continue. It is not about “fixing” ethnic minority people or communities, but rather about fixing systems that have not benefited and at times even damaged ethnic minority people. It is about working with the considerable strengths and leadership of ethnic minority people and using their lived experiences in how we, collectively, shape and deliver. It is about making a positive and lasting difference.”</p> <p>Black, Asian and Minority Ethnic Identity is extremely personal and people who experience racism are not a homogenous group. The preferred position is to be as specific as possible and to refer to people the way they would prefer themselves to be referred. However, there will be occasions where it is necessary to refer to the collective experience of racism. The Plan uses the term ‘Black, Asian and Minority Ethnic’ along with ‘ethnic minorities’ as a short version. A key point raised was to ensure that ‘people’ over ‘communities’ is used wherever possible. This is to emphasise the humanity of those who have experienced racism and have been minoritised.</p> <p>Hwb https://hwb.gov.wales/ The National learning platform for Wales, through which the Welsh Government provides bilingual, digital services and resources to all maintained schools to support teaching and learning through the Curriculum for Wales.</p> <p>SRTRC - Show Racism The Red Card (Charity) https://www.theredcard.org</p> <p>GOT - Getting on Together (resources and training) http://www.got.uk.net/programmes/got-cardiff</p> <p>Jigsaw PSHE – Personal, Social, Health and wellbeing Education (resources and training) https://jigsawpshe.com/home</p> <p>P4C - Philosophy for Children, Colleges, and Communities https://www.sapere.org.uk/</p>