Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Ymchwiliad i Addysg Heblaw yn yr Ysgol
EOTAS 02
Ymateb gan: Dangos y Cerdyn Coch i Hiliaeth

National Assembly for Wales
Children, Young People and Education Committee
Inquiry into Education Otherwise than at School
EOTAS 02
Response from: Show Racism the Red Card Wales

Shifting School Culture Away From Racism: A Case Study

Charity Overview

Show Racism the Red Card (SRtRC) is an anti-racism charity which aims to educate children, young people and adults about racism in society. The charity makes use of the powerful position of professional footballers/other sports stars as role models to deliver an anti-racism message.

SRtRC workshops encourage sensitive and effective discussion around racism, with sessions taking place in the classroom, workplace, or at sports venues across the UK. In the academic year 2017-2018, SRtRC worked with over 18,000 children and young people across Wales. With children and young people being the main focus of the charity, workshops allow schools to be proactive in promoting racial equality. Due to its widespread popularity, using sport as a starting point has a tremendous influence on young people and it is gratifying to see so many players and managers committed to stamping out racism. Once children and young people are engaged with the initial messages, trained staff use a range of thought-provoking resources to encourage and develop the critical thinking and empathy skills of those taking part with the aim of breaking down stereotypes and misconceptions. The charity frequently utilises ex-professional sportspeople to deliver these workshops.

Background

In recent years, SRtRC has delivered a day of workshops in SCHOOL X on an annual basis. However, the charity acknowledges that its work must be viewed as part of a wider effort by schools to promote inclusivity and foster good relationships between pupils.

SCHOOL X is a special school maintained by Council Y which provides day education for pupils aged 11 to 16. All pupils have statements of special educational needs in relation to specific social, emotional and/or behavioural difficulties. Many pupils have specific learning difficulties that may include dyslexia, dyspraxia or attention deficit hyperactivity disorder (Estyn 2013). The school has less than 100 pupils. The school is currently rated Green (My Local School 2018). Ethnicity data is currently unavailable but anecdotally, pupils come from a range of backgrounds.

On a recent visit in Autumn Term, 2018, senior staff raised concerns around ongoing issues of racism in the school and felt that they would benefit from further support. It was in response to this that a collaborative project using Wear Red Day funding was decided upon.

Following a whole-staff twilight training session on recognising and responding to racism, as well as recording and reporting racism, an initial meeting was set up. Staff raised concerns about the ongoing use of racist language, the ingrained nature of racist attitudes and amongst some pupils, the use of racism for attention (Appendix A).

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Goal

It was decided that a project should be put in place that looked to embed an anti-racism ethos more deeply into the culture of the school with the aim of **creating a tolerant and welcoming environment for all pupils and staff, no matter what their skin colour, religion, nationality or culture**.[1] As Maslow notes, if an individual does not have their basic needs met (e.g. safety in school) they will be unable to fulfil their potential and reach self-actualization (1943).

Research

In their seminal book, *Shaping School Culture*, Deal and Peterson (2016) state:

> There is little doubt that teaching staff members and administrators can lead the way to successful cultures in which all students learn. Of late, we believe far too much emphasis has been given to reforming schools from outside…

Stressing the role of school staff is vital as they are the ground force that can keep up the momentum behind the shift towards an anti-racist, inclusive ethos. However, as Tom Bennett (2017) notes in his independent review of behaviour in schools, staff must be guided and encouraged by the Senior Leadership Team whose job it is to 'create a culture' (p6), offer staff support (p7, 28), encourage consistency of approach (p27) and lead by example (p7).

In order to support this, schools need a clear policy around racism with recognised, consistent sanctions (p39). However, as a special school, SCHOOL X's overarching aim is inclusivity. Behavioural expert, Bill Rogers notes that 'sanctions need not be severe[;]…certainty is more important than severity' (p42) – this is important to recognise. It is consistency in approach and response that will have the most impact.

In terms of role models, Bennett also notes that 'students need to see others behaving well in order to emulate them' (p51)– thus a programme of ambassadors is likely to have a positive impact, as well as using role models to normalise respectful behaviour. Pupils must be encouraged to lead by example.

Methods:

Intervention

In order to develop a broader culture shift, in line with the ideas of Deal and Peterson, a voluntary task force of school staff with a passion for driving forward a culture of anti-racism was created. At the initial meeting, discussion turned to the issues. Staff raised concerns around inconsistencies in the sanctioning of negative behaviours meaning that there appeared to be a hierarchy that placed

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[1] The charity uses this broad-based approach to defining racism as discrimination/hate based on skin colour and religion are often intertwined in the minds of those with racist attitudes/prejudices.

racism at a point of lessened significance, a lack of confidence in responding to racist incidents and a concern that racism was being used for its 'shock value' in a school where behavioural and emotional difficulties are the norm. These opinions were also born out in the staff survey data (See Appendix A). Following discussion and self-auditing (See Appendix B), it was decided that the group would write a policy around racism in school so that responses were proportional, predictable and co-ordinated. They also felt it would be beneficial to have a 'script' as an aid to refer back to when dealing with racist behaviour or sharing concerns with parents/guardians.

Alongside the work of the staff, Show Racism the Red Card committed to running an anti-racism session for every pupil in the school, as well as 6 weekly sessions, based around different issues of racism and to include guest speakers, for a group of self-selecting pupils who wished to lead the change at pupil-level (See Appendix C).

Feedback methods

Due to the nature of the school and the varying literacy/concentration levels, formal written feedback sheets after each session were not deemed to be appropriate for data gathering. Instead, more informal techniques such as scribed group discussion and observers notes were decided upon. Alongside this, staff completed pre and post surveys and monitored the school's 'Racist Incident Log'. Some pupils also completed initial surveys.

Results:

Pupil Feedback

Pupils were given envelopes during the first voluntary session in which they were encouraged to note down what they expected from the group and what they wanted to get out of the sessions. However, as envisaged, due to the chaotic nature of the group and inconsistent literacy levels only 9 of these were completed and handed in, with 3 removed as spoiled due to inappropriate sexual references or images.
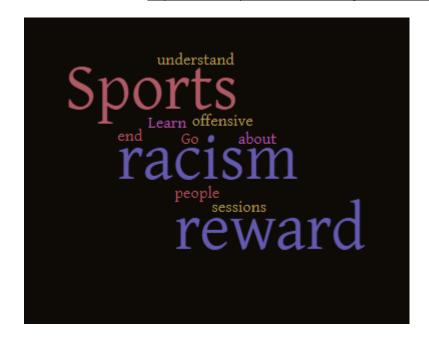
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Of the pupils that did answer, it was clear to see that before the group sessions began, they had very low expectations. 2 of the 6 pupils expected 'nothing'. However, 2 pupils hoped that racist language would be dealt with and 2 specified that they would like education around racism:

'For people to stop being racist and abusing each other for different skin colour.'

Pupil Pre-survey – What I want to get out of these sessions:

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In terms of what pupils wanted to get out of the sessions, it was clear that the majority of those in attendance were hoping to attend the sports reward trip on offer to anyone who was not involved in a racist incident and who positively engaged with the sessions. This trip was decided upon as a result of discussions with teachers who said that pupils responded well to rewards. Half of the respondents were also keen to change the culture of the school. Responses included:
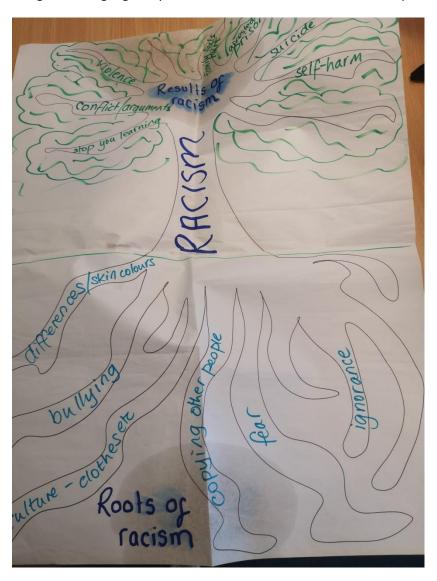
'For people to understand how offensive racism is.'

'A lot less racist school.'

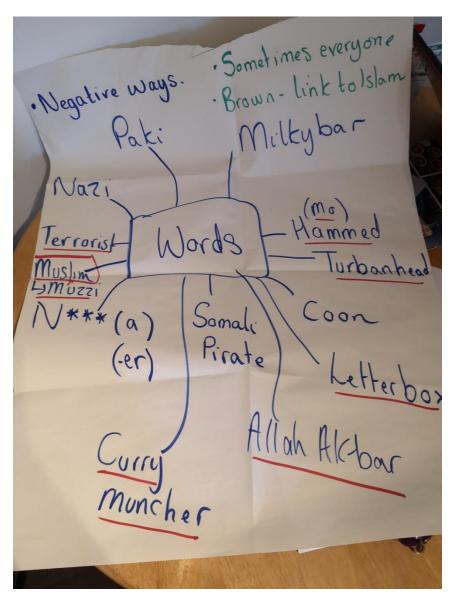Full transcripts of the pupil surveys are available on request.

Due to a need to hear the voices of all pupils, following the initial surveys pupil data was largely collected orally. Again, transcribed notes are available on request.

During Session 1, 25 pupils attended the session at various points. Of these, 7 openly admitted to using racist language. Pupils also discussed the causes and consequences of racism:

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Pupils clearly identified a need to fit in and a lack of understanding as the reasons that people were racist. The discussion also centred around the impact of racism in school on an individual's mental health, as well as the impact on learning, preventing them from reaching their potential.

During Session 2, 7 pupils attended and were asked whether racist language was used in school. All agreed that it was, with some admitting to having used it themselves. The words the pupils had heard/used are listed below:

As can be seen, there appeared to be a pattern of anti-Muslim rhetoric; despite Pupil A commenting that no-one in the school was actually Muslim (although he did say that he celebrates Eid and Christmas). There is clearly a misunderstanding in which pupils see skin colour and religion as being linked. This was discussed in the session.

Reflecting on the information they had given, Pupil B said 'that's probably not even a third of them [racist words being used in school].' When asked how frequently the words were used, the pupils responded 'all the time'. Pupil C remarked 'Whoa, it's actually a lot when you put it down.' It appeared to bring the issue home to pupils.

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During the session, one pupil entered the room wearing a gorilla mask and telling us he was 'black', then later appeared with Swastikas drawn on his face. He was challenged but at the time was not of a disposition to hold a rational discussion and so was isolated after the incident. Staff followed this up and the response was discussed in a meeting between SRtRC and senior management.

Pupils also raised the issue of racist language in gaming and their confusion around who was allowed to use certain words e.g. black people and the use of the N word. This was discussed and debated, with a number of pupils engaging and sharing opinions.

During the third voluntary session, in response to the anti-Muslim rhetoric raised in the previous session, pupils were asked what they knew about Muslims. The results were:

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Pupils began to question the stereotypes around Muslims, with one pupil commenting 'You never see any white terrorists'. Counter-examples were given, generating discussions about the role of others and the wider world in influencing the thinking of individuals.
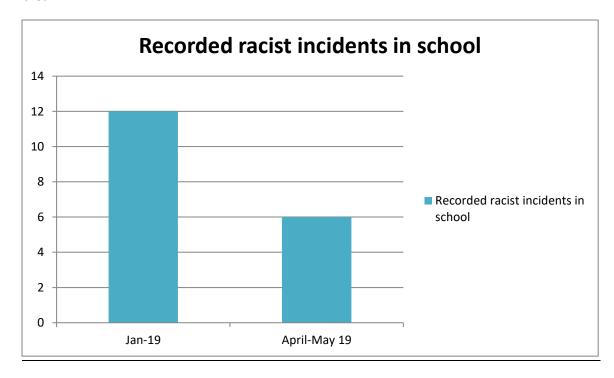
During Session 4, pupils were presented with an activity based around Maslow's 'Hierarchy of Needs' (1943). They discussed how racism would impact an individual's sense of safety and hold them back from reaching their potential. Pupils were challenged to place themselves on the scale, to recognise how racism could be holding them back and how they could overcome this.
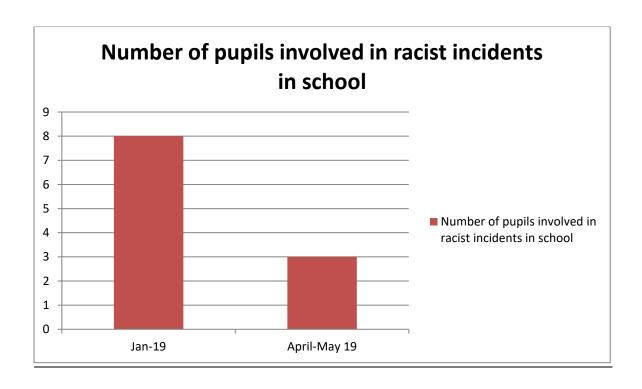
Sessions 5 and 6 saw visits from Former Welsh Rugby Captain, Colin Charvis and local music artist Reuel Elijah. They discussed the importance of resilience, team work, and hard work, as well as some of the struggles they had overcome. This gave the pupils the opportunity to access strong role models from the BAME community and to counter any stereotypes that may have been lingering in their minds.

In the final session, pupils were asked to volunteer as school ambassadors in the fight against racism after the programme ended. 8 of the 24 pupils who were on site at that point volunteered.
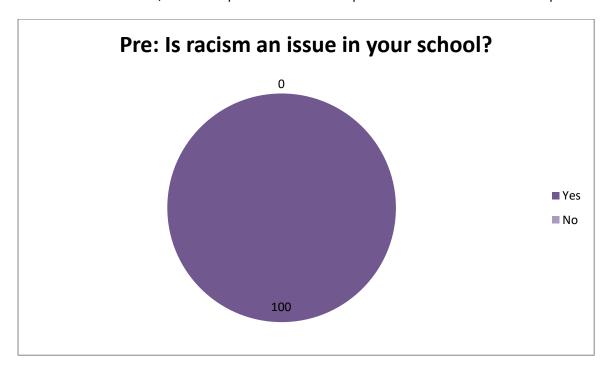
Racist Incidents Log

The school keeps a daily log of all incidents, including those of a racist nature, that occur. This is discussed in a staff meeting at the end of the day. As the January data comprised a total of 19 school days, the post-intervention data ran from April into May (also 19 days) to account for the Easter break.

Recorded racist incidents in school

(Jan-19: 12; April-May 19: 6)

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Number of pupils involved in racist incidents in school

Staff Surveys

Staff were surveyed both pre and post intervention. The results of the initial surveys were used to inform the intervention, whilst the post intervention responses were used to measure impact.
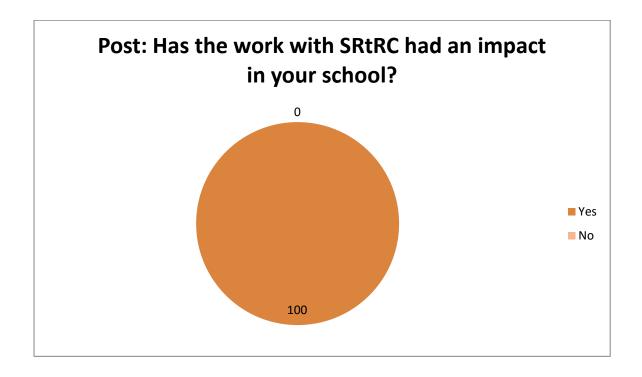
Pre: Is racism an issue in your school?

Racist language was highlighted as a key issue by all respondents.

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Staff recording and reporting, as well as acknowledgement that there was an issue were viewed as the main positives.

Post: Has the work with SRtRC had an impact in your school?

0

100

- Yes
- No

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Staff acknowledged that awareness of what constitutes racism and the impact of this had been raised, and that the use of racist language had fallen. A particular positive noted was that learners were challenging those engaging in racist language/behaviours.
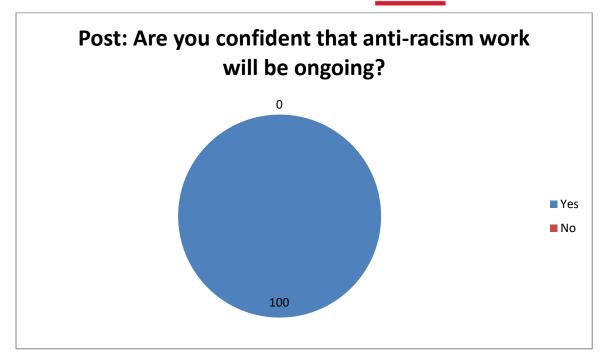
Post-survey: In terms of tackling racism, what is going well in your school?

Again, staff said pupils were more aware of what constituted racism and both staff and pupils were more confident to challenge any perceived incidents.

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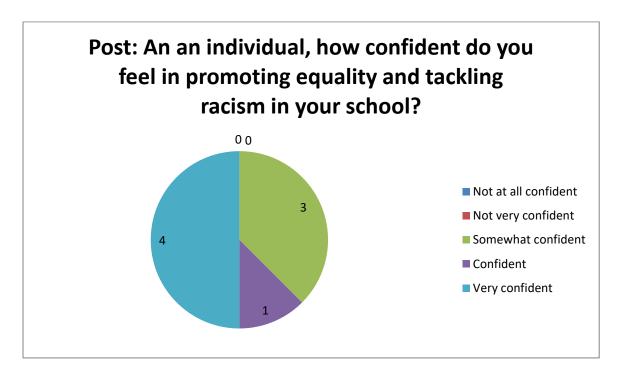## Post: Are you confident that anti-racism work will be ongoing?

All staff were very confident that they would continue with the anti-racism work, with some noting the sense of momentum that needed to be continued until anti-racism was completely embedded in the culture of the school.

In terms of tackling racism, are there any areas in which you think improvements could still be made?

Staff felt that the policy around sanctions for racist behaviour needed to be made more explicit and consistent. The staff task force have prioritised this as an improvement to take forward. Work with parents was also suggested.

Post: An an individual, how confident do you feel in promoting equality and tackling racism in your school?

0 0

3

4

1

- Not at all confident
- Not very confident
- Somewhat confident
- Confident
- Very confident

Staff highlighted tackling online racism and discussing racist language in music as areas they would like to learn more about.

See Appendices A and D for full details.

Discussion:

While it is apparent that some pupils were initially keen to engage with the programme because they genuinely wanted to change the culture of the school, many others were driven by the reward. Consequently, it was vital that the sessions were interesting and appropriately differentiated, as well as places where pupils felt safe, in order to keep them engaged. The use of sports stars and other role models was extremely helpful in creating a buzz around school but also in offering the pupils a chance to learn about the experiences of others.

When considering the input of pupils, it is clear to see that the identification of racism, and racist language in particular, was a serious issue for the school. Pupils were shocked by the breadth and depth of the language and when discussing as a group, we began to identify patterns e.g. anti-Muslim prejudice. Education and the chance for open, honest discussion in which pupils could pose challenging and sometimes 'taboo' questions, as well as recognising the emotional impact of racism on themselves and others seemed to encourage pupils to modify their behaviour but also to gain the confidence and language to begin to challenge racist behaviours/language exhibited by others, as suggested by Bennett (2017). Making some of the sessions optional seemed to be particularly

effective in the context of the school as it empowered individuals and gave them ownership over their own learning. However, some sessions clashed with other regular activities, preventing some from attending, and so this must be a consideration for future interventions.

As can be seen from the 'Racist Incident Log' data, the number of incidents that occurred halved after the intervention. The number of pupils involved in those incidents fell by 62.5% to 3 pupils. In the short term at least, it appears that the approach has had impact. When discussing further support for those individuals still involved in incidents, it emerged that one pupil had announced 'I'm not racist anymore' after being shocked to witness the racism suffered by his mixed race family members. This remains to be seen. Another of the pupils involved is from a BAME background and is using racist language. Probing discussions will continue with this pupil. Staff at the school feel that this may be due to insecurity. If a pupil is used to experiencing racism in school, the use of this language may well be a self-defence mechanism. If the momentum of this culture shift away from a climate of racism continues, it may be that the pupil feels secure enough to stop using the language (Oxford Union, 2015), but it is up to the school to continue to monitor this. The final pupil is of greatest concern and it has been suggested that this pupil be referred to PREVENT.

The data collected from staff was overwhelmingly positive. In terms of main successes, the buy in from staff was significant. The fact that all staff were on board and projecting a united message meant that the pupils were aware of expectations and how to meet them. This was likely due to the fact that the staff themselves had raised concerns around racism (it was not an intervention that was imposed on them), they received anti-racism training prior to intervention starting and so had a clear message, and SRtRC were able to direct the areas in which support was needed via the staff surveys and the RAG rating sheets used by the staff task force. However, staff have raised ongoing concerns about the school's policy in terms of racism, as well as a lack of confidence around talking to parents. It is of great importance that this is addressed in order for anti-racism to become embedded.

Further Considerations/Recommendations:

There is clearly still further work to be done to encourage a complete culture shift within the school, however Show Racism the Red Card's role in this is limited due to funding. It must now be the role of the school staff to continue to use the RAG planning sheet and keep up the momentum. One area that has been identified by staff is ensuring that the school has an anti-racism policy in place that is concise with clear sanctions, and well communicated to all members of the school community. As well as ongoing anti-racism education across the curriculum, this must be the priority.

Additionally, due to staffing and funding limitations, it has not been possible to engage with all major stakeholders. Offering governors and parents training (where take up could be encouraged) would likely be of value (as seen when considering the impact of similar SRtRC projects), but at this point it may be more appropriate for the head of the staff task force to communicate their vision of the school's progress to these groups.

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Reference List

- Bennett, T. - Ministry of Education Independent Review of Behaviour in Schools (2017) *'Creating a Culture: How School Leaders Can Optimise Behaviour'*. United Kingdom.
- Deal T.E. and Peterson K.D. (2016) *Shaping School Culture.* Jossey Bass. San Francisco.
- Estyn (2013) *Inspection Report SCHOOL X 2013*. (Last accessed: 24/4/19).
- Maslow, A. H. (1943). *'A theory of human motivation.'* Psychological review,50(4), 370.
- Oxford Union (2015) *Akala: Full Address and Q&A Oxford Union*. Available at: https://www.youtube.com/watch?v=WUtAxUQjwB4 (Last accessed: 14/5/19).
- Welsh Government (2018) *My Local School: SCHOOL X.*

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Challenging Racism in School – SCHOOL X Teacher Survey 9/1/19

5 participants

Is racism currently an issue in your school? Please comment:

100% of respondents said that racism is an issue in the school.

- *'Language used in school by learners (in some cases, routinely). In some cases the words are used to provoke reaction but in others there are clear racist intentions and attitudes behind them.'*
- *'There is a lot of name calling and racist language used. There is a lot of 'casual racism' with pupils bringing in attitudes they hear at home.'*
- *'Lots of use of the 'N word' and 'P word' – directed at pupils from diverse backgrounds. Used as an insult when angry. Go to words. Asian insults – Chinese and Indian. Jewish jokes.'*
- *A number of the pupils use racist language freely and often refuse to acknowledge any wrongdoing when staff try to bring them to account. Racist language often used as a general curse, as well as directly towards pupils who may be white or from an ethnic background.'*
- *'Pupils are using a variety of racist words, some of which are targeted towards pupils.'*

Researcher Summary: Racist language and the attitudes that underpin it.

In terms of tackling racism, what is going well within your school?

- *'We are keeping the issue on the agenda much more than was the case in the past but this is out of necessity.'*
- *'Staff are vigilant in picking up on language used and reporting it at the end of day meeting.'*
- *'Reporting. Show Racism the Red Card sessions. Reporting to police – repercussions. Staff awareness.'*
- *'Identification and acknowledgement of the problem.'*
- *'Staff working hard to tackle the problem. Classroom based activities – music and RE. Show Racism the Red Card. Assembly.'*

Researcher Summary: Staff attitude and reporting.

In terms of tackling racism, are there any challenges that you are facing?

- *'How to deal with it effectively. How to change the culture. How to deal with it robustly in a way that does not conflict with the school's core purpose of not excluding those with extremely challenging behaviour.'*
- *'Staff don't seem to have any impact on pupils' use of language.'*
- *'Children still using all the terms. Adding new archaic words. Making up words. Doing it in front of ethnic visitors.'*

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- *'Administering appropriate sanctions to the pupils without sensationalising their behaviour which may be attention seeking.'*
- *'Repeating myself constantly.'*

Researcher Summary: Lack of robust response to tackle racism whilst still remaining inclusive.

In terms of tackling racism, are there any areas in which you think improvements could be made?

'Change in culture. A clear standardised adult/school response and voice which is confident and which everyone can have confidence in.'

'More education for whole staff team.'

'Staff awareness. All together. Procedure after it is reported. Music – N word in raps.'

'Clear sanctions. Emphasis on the illegality and immorality of racism.'

Researcher Summary: Staff training in clear protocol to follow and sanctions to be used.

Any other comments/questions:

- *'More on education and reporting.'*
- *'Looking forward to improvements.'*

Researcher Recommendations:

- Parent training sessions
- Anti-racism behaviour policy – governor involvement and training session. Signed off by all staff and Headteacher.
- Further staff twilight sessions
- Staff response script

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RAG Rating Sheet – A Snapshot

Reflecting on the culture of the school: SRtRC Action Plan SHOW RACISM THE RED CARD				
Recommendation	**Red Amber Green** Select from dropdown	**Action**	**Timescale**	**Progress Notes**
Commitment to preventing and addressing bullying around racism, culture and religion clearly stated in the school prospectus				
Commitment to preventing and addressing racism and bullying clearly stated around school through posters and displays				
Documentation about dealing with racist bullying includes reference not only to prejudice around colour and appearance but also prejudice around nationality, religion and culture, for example, Islamophobia and anti-Semitism				
Written guidelines clearly outline the specific procedures to be followed for recording and dealing with racist bullying - there is a policy in place that is easily accessed				
Records of racist incidents are analysed to acknowledge training needs for staff and to identify any patterns, for example, with regard to people, places, times and groups				
All staff are aware of schools documentation about dealing with racist incidents				

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Appendix C

Ambassador Group: Session Summary

Date	Time	Outline
Thursday 7th March	9-12:15	Chocolate icebreaker. Is racism an issue in 2019? Tree and branch activity. A2 sheets – racism heard/experienced. Why does it exist? What is the impact? **Guest Speaker: Neville Southall.**
Friday 15th March	9-12:15	Terminology. Discussion and debate around the N word. Show Oprah clip (group dependent)? **Guest Speaker: Sean Wharton.**
Thursday 21st March	9-12:15	Immigration – A2 sheets anything heard/experienced. Workshop – focus on facts and mythbusting. **Guest Speaker: Jason Webber.**
Thursday 28th March	9-12:15	Islamophobia – A2 sheets anything heard/experienced. Deconstruct terrorism link – use as lead in for next week's session. Religion cards. **Guest Speaker: Steve Jenkins.**
Thursday 4th April	9-12:15	Unconscious bias. Privilege walk. Use newspapers, Witches of Glum. Johnny Delaney example. Any we experience ourselves? **Guest Speaker: Colin Charvis.**
Thursday 11th April	9-12:15	Responsive session based on the ideas of the group. Blue Sky Thinking. **Guest Speaker: Reuel Elijah.**

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Appendix D

Challenging Racism in School – Teacher Post-Survey

8 responses 8/5/19

Has the work with SRtRC had an impact in your school? Please comment.

100% said YES

- 'Yes! Huge impact. I think that we all feel far more confident in challenging racism within our school and also we are more united as a staff team in our message to learners.'
- 'Yes. Awareness has been raised about the problems of racism in the school and in society.'
- 'Many pupils have responded positively and have been engaged during the workshops.'
- 'Yes it has. During the project we experienced less incidents of racist language. This is evidenced through our bound book.'
- 'Yes. The use of racist language has reduced considerably.'
- 'Yes. The number of incidents have decreased since SRtRC started working with our learners. The learners seem to have more of an understanding of the impact of the language they use.'
- 'Yes, in raising awareness and impact of racist behaviour. Learners are challenging other learners over behaviour they perceive to be racist.'
- 'Yes, I think the boys are more aware of racism issues.'

In terms of tackling racism, what is going well within your school?

- 'Some of the older boys are taking more responsibility to stamp out racism.'
- 'Staff and learners are upskilled in identifying, reporting, challenging racist behaviour.'
- 'The workshops are going well and visits from sports celebs have been very interesting.'
- 'Having SRtRC in the school regularly has had a positive impact.'
- 'Working with pupils regularly in class and assembly to tackle racism.'
- 'Visits by famous sports stars.'
- 'We are talking about it. I think the level of confidence staff have in responding to this language when they hear it has increased!'
- 'There is an increased awareness of what racism is and racist language/terms that are not acceptable to use. Pupils are more aware that certain songs/lyrics are not acceptable and some are stopping others from playing such songs.'
- 'Ambassadors have been identified and are starting to take responsibility for their roles.'
- 'Young people are consistently challenged.'
- 'Incidents of racism seem to be less.'
- 'The message that racism will not be tolerated is loud and clear to pupils.'
- 'Pupils are on board with the message too.'

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Are you confident that anti-racism work will be ongoing? Please comment.

- 'I think we need to keep it as a matter of priority until it is completely embedded in our culture.'
- 'Yes. We need to establish a clear set of expectations and procedures so that staff and pupils understand and be confident in the consequences of racist behaviour.'
- 'It is ongoing as this is just the start of a positive and hopefully lasting approach to educating pupils on racism.'
- 'Yes. I think we've built a sense of momentum with it now.'
- 'Very confident. Tackling racism during R.E./P.S.E. lessons.'
- 'I hope so. It certainly will be in my classroom.'
- 'I am confident that anti-racism work will be ongoing through our PSHE programme and day-to-day school life.'
- 'Yes. I think the staff and older pupils will continue to stamp out racism.'

In terms of tackling racism, are there any areas in which you think improvements could still be made?

- 'Ongoing sessions would be beneficial.'
- 'Tackling online racism. I feel that there is casual racism within group chats that occur that can then find its way into school. How could we best deal with this scenario?'
- 'Sanctions for racist incidents need to be made more clear and implemented more consistently.'
- 'To implement the stages/sanctions firmly and consistently.'
- 'We still need to do more in terms of policy and more work on reaching out to parents.'
- 'Parent workshops as parental influence and own views on racism will be constant. Unless that is dealt with, pupils cannot have the consistency they need.'
- 'Improvements in procedures.'
- 'More discussion/education/workshops etc. around racist language in music. I am not confident in this area.'

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As an individual, how confident do you feel in promoting equality and tackling racism within your school? (Please use the following scale where 1 is not at all confident and 5 is very confident)

1   2   3   4   5

50% (4) said 5 – Very Confident.

12.5% (1) said 4 – Confident

37.5% (3) said 3 – Somewhat Confident

Any other comments/questions:

- 'I can always learn more!'
- 'Thank you to Kate and all our guests for their work!'