



Ethnic Minorities
& Youth Support
Team Wales

Tim Cymorth
Lleiafrifoedd Ethnig
& Ieuenctid Cymru

All Wales Black, Asian, Minority Ethnic Engagement Programme “Racism in Education 2021: Where are we now?” Forum

Date: 17 November 2021

Location: Zoom

Project Staff – Selima Bahadur (host), Adam Johannes (chair), Hasminder Aulakh (co-host) and Judy Li (co-host and tech)

Key Speakers: Donna Ali (Be.Xcellence CIC), Dr Susan Davis (BAMEed Network Wales) and Sunil Patel (No Boundaries Training & Consultancy)

Attendees:

Lee Tiratira, Dalia Alhousseini, Jorna Ali, Shumon Alom, Anna Szymanska, Sadia Malik Eileen Wong (HMRC / Vice Chair Governor at school), Dylan Williams (Partneriaeth), Yasmin Khan, Becky Ricketts (National Union of Students Wales), Ricardo (Paradigm Shift Academy), Abu-Bakr Madden Al-Shabazz, Ginger Wiegand (EHRC), Lyn Eynon, BLM Cardiff – Millie Imray, Neeta Baicher, Deqa Ahmed, Sheree Jonas / Michael Jonas (Represent Us Rural Ltd in Carmarthenshire), Leigh Ingham (Plan International UK), Humie Webbe, Angelina Rodrigues, Dr Ella Hill (Medical Doctor – Paediatrics, Psychiatry, GP), Ben Lester (Education Workforce Council Wales), Deborah Lewis (Coleg Gwent), Sarah Court (Specialist Teacher Vulnerable Groups – Powys Council), Sharifah Abdul Rahman (Vice Chair of MEND Cardiff WG), Harriet Leek (Torfaen Council), Kathy Wilson (Victim Support), Amira Assami (Race Council Cymru), Daisy Williams (Stop It Now! Wales), Dr Shadan Roghani (NPTCVS), Samina Khan (CAVC), Liz Wells (Newport Council), Jerena Davies-Kumar (EWC Wales), Nicki Pritchard (Cardiff Council), Dewi Richards-Darch (ITEC Skills), Julian Nicholds (Partneriaeth), Julia Green (Coleg Sir Gar), Hlehle Mazwi, Kristian Wharton (Hwb Cymru), Khadra Hersi, Ingrid Wilson (Ideas UK), Sue Vincent-Jones (Welsh Gov), Rebekah Marshall (Welsh Gov), Samia Egeh, Enfys Dixey, Eva Rosello Laporta and Laura Price

Also in attendance: Two parents who shared experiences – anonymous



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SB: Introduction to discussion: Racism in Education 2021: Where are we Now?

Introduction from the All Wales Black Asian and Minority Ethnic Engagement Team and housekeeping. SB went through the Agenda (see Appendix 1 for Agenda)

- There have been so many reports, meetings, committees set up, literature, protests that by now you would think the education system and related experiences in this country should be perfect or very close to getting all education related practices right. However, a closer look at what is happening in schools, talking to parents of children who have experienced racism, talking to teachers and families has made it obvious that racism is still present within our schools. This leads me to question whether all the work that has been carried out by people in the education field made any difference at all to the situation within schools – where it actually matters most, to the children and teachers?
- While researching for this forum, almost every single person spoken to, had a story to tell about their child, their relative, their own childhood experience of racism within schools, etc. What we have been hearing is when people complain about racist incidents to the schools, the response is awful, there needs to be a systemic change. Why are so many racist incidents still happening in schools considering the recommendations that have been presented in reports/papers/forums previously? The reports and recommendations have been put forward for so many years, yet the situation in the schools is still negative for so many children of Black, Asian and Minority Ethnic backgrounds.

SB SHARED OWN STORY: After being subjected to a racist term from another child at school, SB told the teacher. The teacher told SB to go back to the other child and tell her a saying which was commonly used in the 80's: "Sticks and stones will break my bones, but names will never hurt me!" SB explained that it did not just hurt as a child, but when thinking about the incident, it still hurts thirty-something years later! Has anything within schools changed since those days? We will see what this forum uncovers a little later.

- We are all looking forward to the new curriculum and the teaching of our Black, Asian and Minority Ethnic Histories in Wales. It is a real shame that people educated abroad have a far greater knowledge of our history than those educated within the British establishments, it is quite embarrassing really! We need to teach our children to be proud of being Welsh and from a Black, Asian or Minority Ethnic background. We need the new curriculum to have the right information. Example given by SB of a teacher who was laughed at in RE class because she has tried to teach the children about certain aspects of their own religion and the children knowing she is wrong, have pointed this out. The teacher has replied that she has to follow the curriculum and what is in her books. This is unfair for the teacher and the children. So, those who are involved in creating the new curriculum content need to make sure they get the information right.

SB Story: When visiting UAE, found native Emirati children and peoples love for their country, their flag and their governmental systems, surprising and in great contrast to the general feeling seen in



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this country. There is a general feeling of pride and belonging amongst the children and people and this was seen in both Dubai and Abu Dhabi.

Introductions from Key Speakers

Donna Ali - we started a community interest company - Black and Ethnic Excellence (BE.Xcellence), named as such because we thought how we use language is important and we want to change the narrative and negative images associated with such groups. We want to try and raise representation in certain areas and education is one of these. We run monthly meetings with Teaching Assistants and the aim is to bridge the gap between being a Teaching Assistant and becoming a fully qualified teacher. We want to help raise the confidence levels of these individuals and then pass them over to other organisations such as BAMEed Network, so they can carry on working with them and building their skills. Looking at the curriculum is one of the areas that we work in and I take part in a radio show, speaking to people from Black, Asian and Minority Ethnic backgrounds, listening to their stories and archiving them. Children at schools, in the future, can listen to the stories and this can be a part of their education. When children in schools hear the aspirational stories and contribution of people, it will help to build self-esteem and create a positive and realistic perspective on history.

Dr Susan Davis – BAMEed Network is a national UK organisation and our role is to support educators from BAME backgrounds. I am the Chair of BAMEed Network Wales, which has been running for one year in Wales, there are over 80 members from BAME backgrounds and we also have White allies. To quote Nelson Mandela “Education is the most important weapon we can use to change the world”. Our aim is to provide a space for BAME educators to get together and see how we can change the agenda, contribute to research, training, and advocacy. We have monthly meetings and our vision at BAMEed Network is to embed an anti-racist agenda in Wales, creation of networks in schools for BAME people and their allies to raise and identify issues, develop a self-evaluating tool for schools to use, develop anti-racist materials for use in schools, support the training of teachers and give guidance to teachers going into teaching and especially in senior leadership roles. Currently there are only 15 senior leaders in schools in Wales which is what needs to change, so that there are role models for our BAME children in the future. On Tuesday nights, during term- time, we have meetings for BAME educators in which they can share any issues or concerns, such as any that are related to racism, and then we have monthly BAMEed Network Wales meetings, which are open to anyone in the education field, which are usually held on the last Thursday of the month.

Sunil Patel – Previously I was a Senior Executive for Show Racism the Red Card charity for 15 years. Was the Campaign Manager for the charity since 2006 and left last week. I have now started a new company called No Boundaries Training and Consultancy. We are working across the UK to have honest discussions surrounding racism, share experience and deliver Anti-Racism education and develop resources for schools, for our Black, Asian and Minority Ethnic histories to use, from next year. Working with communities and consultations and engagements. SP shared own childhood story regarding a racist incident experienced at a local football ground which has led him to be so passionate working within the education and anti-racism areas of work. It is important to do so for our future generations as these incidents do leave scars on people. We are now getting past the words, past the reports and the recommendations but we still have a journey. We need to keep up



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with the monitoring, maybe we need to revisit every 6 months? I do believe we can get to an anti-racist Wales by 2030.

QUESTION AND ANSWER SESSION 1

For this forum, some of the questions that Selima and Hasminder will ask the panel speakers have been based on previous recommendations that were found within reports, papers and forums. (For the purpose of these notes: reference has been made to all literature/past research that was reviewed, in Appendix 2).

Question: During the last TAN meeting, you said something which I hope you can share and expand on - the response you received when you asked a group of teachers what they had taught the school children as part of Black History Month (what was the response and what needs to change? Change to what?)

DA: I asked teachers what they would teach for BHM, at least 70% answered they were teaching slavery. We need to change the narrative - Slavery is not Black History, it is White History! Black people have contributed far more to humanity than being used as currency, pain and torture. Schools, and people in general need to understand this. We don't own that history and it is not ours. When black people are asked to share their history, they rarely showcase slavery, but rather stories of entrepreneurship and family legacy that demonstrates strength. What surprises me is that with easy access to even more resources than ever before, some teachers fail to use their professional judgement to ask questions on what is appropriate to teach and the first thing they choose for Black History is slavery. Unfortunately, BHM is seen just as a tick box exercise without meaningful content that would uplift and educate all pupils. We are creating podcasts as mentioned in the introduction, that teachers could use in the future in classrooms but also, to improve their own understanding.

I have recently had conversations with people that leaves the feeling that people are scared to challenge the Welsh Government. The Welsh Government came up with The Race Equality Action Plan, we (as organisations) did not come up with the Action Plan, we had consolidation in the forum, yes! It clearly states it is not a strategy, it is a plan - something that will happen. We, as grassroots organisations, have to make sure that it happens and that we are holding people to account. I contacted another organisation to challenge their lack of representation in their literature/Website/workforce. I had pushback from people in my group. I was told "they are doing some work for us, we are about to get something". It is sad that the system is changing a bit and there is movement but we need to be mindful that we are not scared to rock the boat as this will mean no change is going to happen. The REAP gives us a responsibility to challenge, to hold organisations to accounts, we need to be brave in doing that and that means the curriculum related stuff. That means all organisations, private companies or public bodies have an obligation to make sure these changes happen, so that we can see measurable change. The response I received from Black, Asian and Minority Ethnic groups and organisations has left me surprised in the past few weeks.

We have been here before, 1990 was the first time a school census was carried out. In the 80s it was not known which ethnicities were present within schools but after the ethnicity census in 1990, there was movement to develop a more inclusive curriculum, but not much had changed in terms of race



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relations in schools. We are now in 2021 and we are having the same conversation. We need to be unapologetic when calling out racism, because we are not doing our children and young people any good, if we stay quiet.

Follow up Q: In relation to the flag story told earlier, (where people in other countries are often proud of their country, their flag, the systems, etc. they feel they belong!), what do you think needs to be taught in our Welsh schools to make a difference to the feelings of belonging, for our Black, Asian and Minority Ethnic children?

DA: Diversity has increased, Black people have been here 55,000 years and that is what teachers need to remember, not just slavery. Teachers are professionals and researchers. In 2022, there will be more content but there is no excuse as the internet is always there. Teachers need to do more research in that sense.

Question: As part of the vision for BAMEed Network, you want to embed an anti-racist agenda in schools in Wales and to develop anti-racist training materials for use in schools. One of the past recommendations has been for Black, Asian and Minority Ethnic pupils and community members to be involved in the redesign and creation of the curriculum and related materials. Would you please share how children/YP and community members have been or will be involved, if at all? And how will you achieve the changes proposed

SD: We are always looking for people to collaborate with us at BAMEed Network Wales, we have a padlet on our webpage where we have started sharing things. We are lucky to live in Wales and we can be proud to be Welsh, there are positive things happening here. We need to pool our resources and if anyone has excellent resources then please share. Lack of time is the biggest issue for the people involved. We have to “keep on keeping on”. I take on board what DA said, teachers do need to take responsibility and we need to look at the difference between non-racist and anti-racist practice in schools.

Question: When the Children’s Commissioner first came to office in 2015, she was told by children that bullying related to race, culture and religion was the biggest issue that needed tackling. The Commissioner’s Office influenced the WG to reverse bullying policy so schools must record racist incidents. I want to ask you a question that I have taken from the chat of our forum in 2020: “To all involved in education – how can you ensure hate incidents are recorded in schools? Some schools do not want to believe it exists”. Using the experience you have working in schools, can you please share whether these incidents are recorded, is it good enough?

SP: No, it is not good enough. Over the past number of years I have been thinking “how can we change this?” I remember 2015, it was around the time of Brexit and immigration being blamed for a lot of things and the reports of racist incidents we were getting in the office at the same. I realised, as a charity we needed to do more than we were doing, there were no reports about recording of racist incidents in schools, it was as if it didn’t exist. It goes all the way back to the Stephen Lawrence inquiry/Macpherson report, when racist incidents were supposed to be recorded but then the Equality Act came in and things didn’t materialise. I went to see the Education Minister, Kirsty



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Williams, and I told her that we needed to make it mandatory to record racist incidents in schools due to the sheer scale of incidents that were happening. You only have to look at hate crime figures and you will see 3 out of 4 hate crime incidents reported are related to race. Many reports received from parents that incidents were reported to schools but they don't do anything about it, it is swept under the carpet by some schools. I would have sleepless nights thinking about my own children and what I would do if I were in their situations as a parent. In 2016 and 2019, we produced reports that recommended the mandatory recording and when I met with Sally Holland (Children's Commissioner) she was in agreement that it should be made mandatory to report hate and racist incidents but it is disappointing that in 2021 it is still not mandatory in schools. In Wales – a devolved area, there have been a number of reports recommending the same point but the last I heard it was a Statutory Duty for schools to report racist incidents but it is still not mandatory. The issue is too big to ignore. On a positive note, there is more of an ambition now. The education workforce needs to be comfortable with the issue of racism, people are still very nervous about racism because people have not had to talk about it openly, frankly or comfortably like we are here, today. Moving forward, people need to be comfortable with the issue of racism alongside changing the curriculum. There is an appetite to move things forward but it needs collaboration, all groups working together. When talking about history we need to make sure we embrace all the cultures in this wonderful country, it needs to be Black, Asian, Minority Ethnic History.

Follow up Q: 6 years on from the Commissioner's appointment, are we now in a better position with schools recording racist incidents?

SP: The Children's Commissioner has done a great job, maybe some of the other Commissioner's need to be questioned, it is a collaborative responsibility.

SB: Yes, the Children's Commissioner can give us the support with the recommendations but it is what happens on the other side (within schools) that could be seen as the issue.

Question: In a Race Alliance Wales report last year, there was a recommendation for the need of culturally sensitive Mental Health materials and support and counselling for racialised children. Is the mental health of children considered after racist incidents and how? If not, what needs to change?

DA: The current system is completely flawed, the LEA does not record racist incidents, they are recorded as bullying. How do we know if REAP is working if racist incidents are not recorded and we have no figures to compare to, no measurable outcomes, no way of seeing whether the culture of a school has changed? We need a medium so that if a family needs to report racism, then the parent should not have to report it, the mediation service should do it. The parent would be really upset or anxious and rightly so, the onus of reporting needs to be taken away from them and from the child or YP. Trauma lives within the DNA, so racism lives within DNA trauma, so the YP is being triggered or having a mental health response to it. A YP constantly feeling disadvantaged, it must affect their self-esteem over time, feeling an erosion of their identity. So, there is a definite need for a mediator, between the school/authority and the parent and YP. The parent or the child should not have to take the weight.

SP: Racism should be one of the ACE's. SP mentioned the current news of racism being brought to light in cricket and how cricketers have suffered from racist incidents. People don't make racism up!



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The difficult thing is when people deny things. We need to lobby to have racism as one of the embedded Adverse Childhood Experiences, it has a detrimental affect on a child's mental health.

DA: If you are not able to talk openly about the affects of racism, not be yourself, not being able to call racism out publicly, or when it comes to approaching another person or public body you find yourself backing down, then that in itself is a traumatic effect of racism.

OPEN DISCUSSION

Comments from members of a rural organisation: Our area is having an increase of Black and Black Mixed YP, we have lived here for 10 years and heard many stories, similar to some of those mentioned. Racism is not changing its face, it is much the same. We are here to let the Black YP know that we are here to support them which is important in rural areas. We are here to support the local YP who have reported racism. We are here to educate people about the effects on mental health. The same stories, microaggressions and the same dismissive response from some schools/teachers who don't know what to do, they feel overwhelmed. We are trying to get into the schools to give them awareness workshops, not just the children but the teachers too. We would welcome support from organisations who can support us.

LT (EYST): We are able to support you. There is racism from outside schools coming into school. Families don't feel safe, they are moving out of areas or not sending their children to playparks. Teachers pacifying YP - asking if incidents are really racist. Staff don't have cultural awareness so they don't have the skills to engage fully with the YP, so incidents are not followed up or dealt with fully. These incidents are happening more where people are more isolated, in rural areas. We would love to see more openness and transparency from schools.

Comment from attendee: Son came home from high school and told her that in PE, all White children put in Team A and all Minority Ethnic children put in Team B and then all the Minority Ethnic children asked to turn their t-shirts inside out. Child saying some of the children in Team B, including himself, were better than Team A and asking why did the teacher separate the children into these particular groups, and this incident stayed with him. Why are teachers automatically dividing them like that? Why not go by ability? Then my daughter started school and the female PE teacher (at the same school) did exactly the same thing. A very White dominated school and majority of teachers are White. Why does this happen? It was unjust and unfounded in reason. Do I go to school to ask, why did you do this? Also, having a strong headteacher to instil the fairness with all their staff is extremely important.

SD: suggested for the above attendee to become a parent governor. Call out to all parents from black and brown backgrounds to become school governors. You would also be very welcome to come along and talk to our members on the BAMEed Wales Network, at one of our meetings.

Comment: I feel like sometimes as a parent/Mum, we have to be lionesses for our children so we can protect them.



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Comment from attendee: Racism and racial traumas are real, there should be no racial segregation when giving anti-racism education. We do need a standardised way to talk about racial trauma that doesn't deny the lived experience of anybody. We need to teach our children how to report race hate crimes and where to get information and where to get help.

Comment from an attendee who is a school governor: "You are different" is used commonly, when it was used in a rural school recently, the headteacher put it in the newsletter and called the parents in and told them, they were distraught. The governors sent out materials to the schools, positive pictures and books with People of Colour. Recording of these incidents should be mandatory and I will bring this up with the Children's Commissioner as part of my organisational role, also the school inspections should be picking it up when inspecting and completing the reports, they don't deal this specifically in inspections. Teachers and headteachers need to train themselves and all schools need a directory of who they can contact when issues arise.

Comment from a (second) school governor attendee: Some governing bodies don't hear of the racist incidents, it doesn't go past the headteacher and their senior leadership team. People need to make the governors aware when there are racist incidents.

PARENTS EXPERIENCE

Parent 1 – Racism is real and there is a negative effect on whoever is involved. Parent 1 shared experience of her child at school, being told she had dark brown skin: I had to tell her she had beautiful skin. I had to increase her confidence and self-esteem and to make her happy. It is not severe but I try and tell her that not everyone will like you. If a child is told negative comments then the teacher should tell the parent, the teacher has a responsibility to speak with them.

Q for parent 1: have you had support from any other people in the school support network?
Governors?

No, to me it was a child's comment and kids being kids.

Parent 2 – When my son was in primary school, because of skin colour, he kept being called Black from the White boys. It was affecting his Mental Health, just showing children black and white dolls does not help the situation, there needs to be more done by nurseries. My son kept saying he was black and not white, I had to help and support him, show him positive YouTube videos, etc. I told the school but they did not do anything. My son started going to a programme that was supposed to help him, but they didn't do anything to help. The recording (of the incidents) was bad as well, I needed proper reporting for another (personal) reason but nothing was written about the child or what was going on. In schools there needs to be more educational stuff, Black History, showing YouTube videos, starting at nursery or Year 1, Year 2.



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QUESTION AND ANSWER SESSION 2

The Estyn Strategic Equality Plan 2020-2024 has an objective to evaluate equality and diversity issues during inspections. Going back as far as 2002, a report recommended this should be part of the main inspection and not just an additional or optional part. Do you think the inspections should be putting more focus on racist incidents and can you see this happening in the near future as part of the main ESTYN school inspection?

SP: Met with ESTYN, with the results of a survey that we conducted with 1000 teachers regarding the scale of racist incidents. ESTYN were shocked with the results. There has been a reluctance from the inspectorate to take this seriously. As parents, we need to share with the schools and be part of public sector consultations to make everyone aware. ESTYN historically hasn't got on top of this.

Previous reports have mentioned the importance of schools sharing best practice to tackle race inequalities within the sector. It was recommended for information from schools who deal with racist incidents well, to be shared amongst all schools and for other schools to replicate the practice.

SP: There are really good schools out there, with best practices but I haven't come across anything that is shared. It goes back to the lack of communication. Even looking at public bodies or Welsh Government, the different departments don't know what others are doing.

Do you truly believe diversifying the curriculum will lead to better results/achievements among BAME children and if so, how? If you treat children more culturally sensitively in schools, will it lead to less incidents of racism and physical violence?

SP: I believe that the changing curriculum will bring a positive change, although there is a concern of teaching staff not being diverse and it will take a few years for that to change. Changing and diversifying the curriculum and celebrating differences in culture can only bring benefits. For YP to understand how the contributions of immigrants have shaped our society can only help the YP in future, for example, for them to understand that without the Windrush Generation we wouldn't have an NHS. I'm optimistic that by 2030 we can get this right.

DA: I do agree with SP, the curriculum will go a long way with raising the aspirations and self-esteem of children, not only for the Black, Asian and Minority Ethnic children but also the White children to realise their (the Black, Asian and Minority Ethnic Communities) place in society and their (the Black, Asian and Minority Ethnic Communities) heritage. We keep seeing we need to have more representation in schools and public bodies. We need to make an environment where school is enjoyable, both socially and academically, otherwise they don't want to be in schools. Incentives are OK but do not guarantee a job at the end of their degree, or even if they do manage to get a teaching role, what happens in terms of the experiences they may face, are they heard, and will there be opportunities to progress? Schools need to be a safe environment for both pupils and teachers. It is all about changing the culture of a school. If there was more representation, maybe parents would not feel so hesitant in reporting racism but then it will only go so far, as it comes down to the leader.



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What support is there for Black, Asian and Minority Ethnic teachers to report racist incidents that they experience from students, parents of students, colleagues or superiors? How do we improve this to make teaching a safe profession?

SD: There is a big job of work to do with reporting of racism. We have completed a report recently which will be out very soon, recommendations such as further support needed to get Black, Asian and Minority Ethnic students into teaching, progression routes, role models and representations. Also, looking at getting Black, Asian and Minority Ethnic teachers into senior leader roles, we haven't had a Black headteacher since Betty Campbell. There are some green shoots but there is no formal process of reporting racist incidents at the moment. Welsh Government wanted a qualitative report, lived experience of the 68 subjects who took part in the report and we had some fantastic responses. We are being listened to by Welsh Government. The EWC code of conduct for teachers in place. The EWC has also very recently published a guide to tackling racism in schools, which has been endorsed by BAMEed Wales and SRtRC

Zoom Polls launched. Thank you from the EYST team to Key Speakers and all attendees. SB closed the forum by encouraging attendees to keep on with the excellent work, the reports, recommendations and discussions – continue making noise so that we have the changes that are needed!



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APPENDIX 1: Agenda

Racism in Education 2021: Where are We Now?

FORUM AGENDA for Wednesday 17 November, 10am-12pm

Key Speaker/Panelist: Donna Ali (BE.Xcellence), Susan Davis (BAMEed Network) and Sunil Patel (No Boundaries Training and Consultancy, formerly with Show Racism the Red Card)

EYST: Selima Bahadur (host), Adam Johannes (Chair), Hasminder Aulakh (co-host) and Judy Li (co-host and tech)

09:45-09:55	Log in to Zoom meeting	Key speakers and EYST
10am	Welcome and Introductions	SB
10:15	5 minutes for each Key Speaker to introduce self, work background and experience and reason for interest/initial thoughts about topic of discussion	DA – 10:15 SD – 10:20 SP – 10:25
10:30	*3-5 questions for panel	SB & HA asking the panel set questions
11:00 (TBC)	Parents – discuss their child’s experience of racism within schools/how it was dealt with	Anonymous



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11:20	*Further questions for panel and open discussion	Set questions and/or questions from attendees
11:55	Closing comments	SB

*Some questions will be related to the 9 recommendations from our “Experiences of Racism & ‘Race’ in Schools in Wales” paper from 2018 (A collaborative paper by EYST, SRtRC, Race Council Cymru and Tros Gynnal Plant). The 9 recommendations were:

To respond to these issues we therefore make the following recommendations of Welsh Government and other public sector policy-makers in Wales:

1. *Prevent and challenge racist attitudes by embedding in the new curriculum specific requirements for regular anti-racist education throughout key stages and monitor this via the schools inspection framework (ESTYN).*
2. *Improve the monitoring and reporting of racist incidents and bullying in schools by making this a mandatory requirement, as recommended by Children’s Commissioner and EHRC Wales.*
3. *Address the lack of BAME teachers, particularly at senior level by promoting the recruitment, retention and progression of BAME educators as well as BAME policy makers within the Education Sector.*
4. *Develop an authentically diverse curriculum that involves engagement with pupils and community in its creation and is embedded across the curriculum. The ongoing redevelopment of Wales’ curriculum after the Donaldson Review presents a unique opportunity to action these changes.*
5. *Include BAME people and students in the current re-design of the curriculum and set specific targets for representation of non-White histories and cultures;*
6. *Work with the Education Workforce Council and other providers of teacher training and CPD to ensure that teachers are trained in a) cultural competence, the skills to reflect on their own identity and privilege and how that may affect pupils; b) to recognise and respond effectively to racism and c) to development authentic diversity in curriculums;*
7. *Introduce concerted and systematic programmes to raise the attainment of Gypsy, Traveller, Roma, and Black and Mixed Ethnicity groups that have historically suffered the lowest attainment, along with the continuation of programmes targeted at BAME groups more widely.*
8. *Ensure rigorous monitoring of the benefits of the support for ethnic minority and GRT pupils and monitor how transfer of previous targeted funding to general education funds affects pupil engagement and performance.*
9. *Find examples of best practices in how schools respond to racist incidents and teach pupils about race in Wales and replicate them.*



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APPENDIX 2: Reports and literature reviewed

October 2018: Experiences of Racism & 'Race' in Schools in Wales. A collaborative project by Ethnic Minorities & Youth Support Team Wales, Show Racism the Red Card, Race Council Cymru, TGP Cymru (Report available on EYST website) <https://www.eyst.org.uk/assets/experiences-of-racism-and-race-in-schools-in-wales.pdf>

Forum 11: Returning to Schools - 15 July (Report available on EYST website as part of the 2020 Covid-19 forums) <https://www.eyst.org.uk/assets/all-wales-eyst-forumreturn-to-schools15th-july2020.pdf>

Show Us You Care: exploring the cumulative impact of racism upon racialised young people in the Welsh education system. A Peer-led Research report by Race Alliance Wales (Abramson et al. April 2021) <https://racealliance.wales/research/>

Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group – Interim Report https://gov.wales/sites/default/files/publications/2020-11/black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-interim-report_2.pdf

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