



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 11 May 2023

Tackling Racism in Schools

Purpose:	To brief/update the Scrutiny Panel on tackling racism in schools
Content:	A briefing/update on strategies employed to tackle racism in schools
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Cabinet Member for Education Improvement, Learning and Skills
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1. Background

1.1 Wider Context

1.1.1 In the last couple of years there have been significant developments at national level which are underpinning and giving momentum and explicit focus to 'tackling racism' in schools and the wider society. In 2021, the Welsh Government published the report of the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum working group, led by Professor Charlotte Williams. The report contained 51 recommendations for education which were accepted by Welsh Government and have ensured that education plays a key role in the commitment to create an Anti-Racist Wales by 2030. The Welsh Government's Anti-Racist Wales Action Plan (ARWAP) calls for zero tolerance of racism in all its guises. In order to achieve this the Welsh Government recognises that the education system must broaden all learners' understanding and knowledge of the diverse cultures which have built Wales' past and present.

The plan and subsequent actions have seen a shift from 'tackling racism' (with

racism being defined as: '*Prejudice, discrimination, or antagonism by an individual or institution against a person or people on the basis of their racial or ethnic group, typically one that is a minority or marginalised*') to 'anti-racism' which goes beyond being non-racist to '*an active commitment to identify and challenge racism and discrimination at an individual, institutional and systemic level*'.

It must be recognised that anti-racism moves beyond equality and diversity and requires systemic change in order to create anti-racist cultures in schools and education establishments. This takes time and commitment. In addition, developing anti-racist cultures applies to all schools not just those with high diversity. The Welsh government are supporting DARPL (Diversity and Anti-Racism Professional Learning) to provide free, high quality anti-racist professional learning for all education professional to support schools on their journeys.

1.1.2 In tandem with the wider anti-racist agenda, the Curriculum for Wales has a number of elements that connect to this area:

- a mandatory requirement to include the teaching of Black, Asian and Minority Ethnic histories as part of the history of Wales and the world within the Humanities Area of Learning and Experience (AoLE).
- the teaching of diversity as a cross-cutting theme ensuring that all learners are able to see themselves and their experiences represented in what they are taught.
- within the Language, Literature and Communication AoLE learners should be introduced to literature which reflects diversity and cultures in the locality, Wales as well as the wider world.
- the Language, Literature and Communication AoLE also recognises and supports the development of multilingual environments and the use of plurilingual skills. It is mandatory 'to equip learners, as citizens of a bilingual Wales in a multilingual world, with the ability to use Welsh, English and other languages in a plurilingual context'. This AoLE stipulates that 'meaningful language learning experiences go hand in hand with learning about one's own cultural identity as well as the cultural identities of others'.
- it is mandatory for schools to promote knowledge and understanding of the Human Rights and the United Nations Convention on the Rights of the Child (*UNCRC*) conventions among those who provide learning and teaching in respect of their school or setting's curriculum. Learners and adults should have opportunities to collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
- Relationships, Sexuality Education (RSE) and Religion, Values and Ethics (RVE), as mandatory aspects of the Curriculum for Wales must be delivered objectively, critically and pluralistically.

1.1.3 DARPL have recently issued a practical guide for school leaders in Wales. They categorise advice into 5 key areas that schools need to consider when developing anti-racist cultures:

- Governance and Leadership
- School Environment/Hidden Curriculum
- Parents, Carers and Community Partnerships
- Professional Learning and Development
- Pedagogy and Curriculum

This is a useful framework and the examples and workstreams in this report will be set out under these areas.

- 1.1.4 Rights, Respect, Equality is a series of Welsh Government statutory and advisory guidance documents providing information for all involved in preventing and challenging bullying in schools. The guidance is to assist schools in developing and implementing anti-bullying policies and strategies. Sections on bullying linked to race, religion and culture and forms of racism are part of the guidance.

1.2 Local context

- 1.2.1 The Pupil Level Annual School Census (PLASC) from January 2023 identified 18.9% of Swansea's learners as being from minority ethnic/non-White British backgrounds. The numbers include children and young people (CYP) who were born in the UK, economic migrants, asylum seekers, refugees, children of overseas students, those from Gypsy, Roma and Traveller backgrounds. This number has grown year-on-year, however the increase from 2022 to 2023 is the largest for a number of years. The PLASC indicates that every school in Swansea has minority ethnic learners, although numbers vary significantly. The city is very diverse with over 147 languages and dialects, other than English and Welsh, spoken by learners across Swansea schools.

There are, however, significant differences when comparing the numbers of CYP from non-white British backgrounds and school staff from such backgrounds. The School Workforce Census data for Swansea (November 2022) identified 4.4% of school staff as being from minority ethnic/ non-white British backgrounds. When teaching staff alone are considered, this reduces to 1.1%. There are national strategies under the Anti-Racist Wales Action Plan aimed at addressing these gaps.

In addition, a survey of Swansea's Governing Bodies (November 2021) identified that of those that responded, around 5% were governors from minority ethnic backgrounds.

- 1.2.2 Due to the far reaching scope of developing anti-racist cultures, there are a number of teams and individual officers who are engaged in this work in different capacities within the Education Directorate. In particular, the EAL and GRT advisory team (English as an additional language and Gypsy, Roma and Traveller), the RVE/ RSE (Religion, Values and Ethics/ Relationships and Sexuality Education) advisor and those with a safeguarding remit. The main body of professional learning with regard to the area of anti-racism is currently part of the regional Partneriaeth offer.

There are a number of work streams and initiatives that are pertinent to this area. These are elaborated on in the main body of the report:

- The EAL & GRT team evaluation with schools
- Diversifying Governing Bodies working group
- Monitoring racist incidents through My Concern/ Clarity
- Schools of Sanctuary Award
- The Bilingual to Multilingual Project
- Show Racism the Red Card workshops for schools
- Anti-racism through RVE
- Anti-racism professional learning offer through Partneriaeth and DARPL
- The World Reimagined Project
- Peace Mala
- SACRE/ SACRVE
- Holocaust Memorial day annual event

2. Governance and Leadership

- 2.1 Developing an anti-racist culture needs to start with leadership and governance. In essence, there needs to be a whole school approach and a clear understanding of what anti-racism is.

- 2.2 In 2019, following an in-depth and thorough review of provision of services for minority ethnic learners, a support model, based on devolved funding to schools with a small central EAL & GRT team working in an advisory/school improvement capacity was implemented. This model has been successful in removing the dependency culture which had built up on the central team for supporting these learners and has encouraged schools to take full responsibility for developing their own practice in relation to minority ethnic and in particular EAL (English as an additional language) learners. This has resulted in a more whole school approach.

One of the core activities of the EAL & GRT team is to undertake an evaluation exercise with schools with higher numbers of EAL learners on an annual basis and to set priority actions accordingly. The evaluation tool now covers eight key areas and is informed by known effective EAL practice as well as other relevant guidance.

Whilst the current tool was not originally devised to support the development of anti-racist approaches per se, a number of the questions align with the types of areas that schools need to focus on in developing an anti-racist stance, i.e. there is alignment with advice in the DARPL document. A number of these

questions are included in the following sections in this report. It is worthy to note that the percentages contained in this report pertain to the evaluation exercise carried out in the summer of 2022, therefore these are not necessarily reflective of current circumstances. In the summer 2023 evaluations, it is anticipated that percentages will increase.

Fifty schools have engaged with the evaluation exercise. Schools who are 'developing' are offered additional support to progress priority actions and best practice is identified and shared. There is clear evidence of progress in developing practice and provision. The number of schools in the 'developing' category has reduced with more schools demonstrating 'established' provision.

- 2.3 Establishing a governor to lead and challenge on anti-racist practice is key. Whilst the EAL & GRT evaluation tool does not specify this, it does pose the question: *Is there a named governor with responsibility for ME inclusion and achievement and/or diversity who can support and challenge the school accordingly?* Of the summer 2022 school evaluations, many of the fifty schools (70%) responded 'yes' to this question.

In addition, it is vital to actively seek representation from a diverse range of governors on school governing bodies to reflect the school communities that they serve and to bring wider perspectives to the governing body. The evaluation tool asks the question: *Are all members of the school community encouraged/ supported to take part in the governing body/parent groups to ensure broad representation of different groups?* This has encouraged schools to think more widely about the make-up of their governing bodies and to become more proactive in this area. Many of the schools (78%) responded 'yes'.

In recognition that the need to diversify governing bodies was an issue across the local authority, a working group has been set up. An action plan is in place and good progress has been made in terms of developing resources and information as well as holding an event to attract governors from diverse backgrounds. In addition, moving forward, a wider range of protected characteristic information will be collected from new governors which will significantly improve the ability to monitor this area and identify progress and further actions.

The headteacher of Hafod Primary School is a member of the working group. Having recognised that the governing body of the school was 100% White British, whilst over 60% of the learners are from minority ethnic backgrounds, the headteacher has been actively encouraging parents and members of the community to join the governing body through increasing understanding of the work of the governing body, approaching suitable individuals and offering support and mentoring. This has been successful, resulting in new governors from minority ethnic backgrounds being recruited. The school now has three community governors and one parent governor from minority ethnic backgrounds.

- 2.4 In March 2023 Swansea governors were invited to attend a professional learning event focussed on anti-racism delivered by the DARPL team. Swansea

is leading the way in organising this event. Following the Swansea event, the DARPL team intend to roll out this 'pioneering' approach across Wales.

The event aimed to support governors to develop their understanding of anti-racism and to support their schools with being equitable spaces for all learners. The event was highly successful with governors from 57 of Swansea's schools attending. The session was very well received and feedback to date has been very positive.

- 2.5 100% of the schools in the EAL evaluation process confirmed that they had an *'explicit stance on race equality and clear processes for dealing with racist incidents'*.

A new system is being developed at local authority level to enable a more consistent recording and monitoring process for racist incidents using the Clarity Reporting function of the My Concern Safeguarding tool that most schools in Swansea are using. This will mirror a system already set up in Cardiff that uses consistent flags in the system and will enable the provision of high level data at LA level. To date, approvals have been sought from most schools to access their data and a pilot with a small number of schools is planned.

Bishop Vaughan school actively support children and families to know how to keep themselves safe from harm, (including racist bullying/behaviours). There are robust systems for learners to report any concerns. This includes a protocol for reporting issues in school such as in the Welfare Hub Room. Incidents can be reported and will be investigated. In January 2023 Bishop Vaughan established the DARA Group (Diversity and Racism Action) for staff, pupils and parents to work together to combat racism.

3. School Environment/Hidden Curriculum

- 3.1 The school environment can convey hidden messages that are unintentionally unwelcoming. Schools need to consider whether signage, displays and their general school environment are representative and inclusive of their communities.
- 3.2 The EAL & GRT evaluation includes an area on 'Inclusive School Culture'. This requires schools to consider a number of aspects including, *Is the cultural and linguistic diversity of the school/wider society visible and positively reflected throughout the school environment and through teaching topics/resources?* A majority of schools (64%) answered 'yes' to this question.
- 3.3 The Schools of Sanctuary Award scheme is a recognition from City of Sanctuary UK in the form of a Sanctuary Award for a school's good practice in fostering a culture of welcome and inclusion, in the main for asylum seekers and refugees. Schools must demonstrate that they have implemented three key principles, learn, embed and share. The embed criteria includes schools committing to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary. This includes the school environment.

Pentrehafod was previously awarded School of Sanctuary status around 10 years ago and was the first school in Wales to do so. Pentrehafod have continued to develop and embed their practice and were re-awarded status last year. St Joseph's Cathedral Primary gained the award pre-pandemic and are submitting for re-accreditation this year. Brynmill, Hafod, Terrace Road and Waun Wen Primary schools gained the award last year. The applications for the award demonstrated excellent practice and a depth of understanding and empathy from learners was also very clear. In addition, the schools worked on an art project to develop a unique Swansea Schools of Sanctuary logo.

A further three schools are applying for accreditation this year, Bishop Vaughan, Christchurch and St. Helens. A number of other schools are also working towards the accreditation in future years.

The Bilingual to Multilingual project, is a collaboration between Swansea and Partneriaeth, and is linked to the Language, Literacy and Communication Area of Learning and Experience of Curriculum for Wales. A toolkit has been developed and a small number of schools are trialling this including schools from Swansea (Pentrehafod, Brynmill, Cadle, Parklands, YGG Gellionen). One of the aims of the project is to develop inclusive multilingual learning environments that value all languages and build on learner's home languages. The schools have been working on improving the visibility and use of languages other than English and Welsh in the school environment. Learners have developed resources to teach their peers about their home languages which has had a significant impact on the sense of belonging for those learners. Parklands Primary School has also conducted a survey with parents around attitudes to multilingualism.

- 3.4 Translation facilities is one way to improve communication with parents and clearly acknowledges the community of the school. Schools within the Schools of Sanctuary and Bilingual to Multilingual project as well as many other schools have a range of strategies for this, including the use of translation apps, a translation facility on the school website, the use of the Class Dojo app which also has a translation facility and the setting up of Young Interpreter Schemes.

4. Parents, Carers and Community Partnership

- 4.1 The involvement of parents/carers and community partnerships is key to growing anti-racist stances and to improve representation.
- 4.2 The local authority has worked with and funded workshops from the organisation *Show Racism the Red Card*, for a number of years. Twenty workshops per year for schools are funded and previously there was also funding to train a target of 500 school staff. Show Racism the Red Card reach out to all the schools in the local authority and the ones that respond, receive workshops. Schools that have had workshops vary in the levels of diversity within the school.

In addition, when information is received from schools or parents that a racist incident has taken place, the organisation will contact the school to book in

workshops and offer support. Schools that have received workshops are from secondary and primary phase, English and Welsh medium and include schools with high and low diversity.

Feedback from the 2022-23 workshops:

- 85% of the teachers described the workshop exceeding their expectation
- 85% of the teachers described the engagement of the children during the sessions exceeding their expectations.
- 42% of the teacher described the resources exceeding their expectations with the remaining fully meeting their expectations.
- 100% of teachers would recommend the workshop to a friend or colleague.

A teacher from Ynystawe Primary school commented:

“The Show Racism a Red Card workshop was excellent. Our children were fully engaged are still able to recall facts and information several weeks later. All children and staff need to experience racism training of this calibre.”

- 4.3 The Schools of Sanctuary accreditation encourages schools to increase the understanding of the lived experiences of their families and to encourage the setting up of activities that support integration. Following an International Professional Learning Community, British Council funded trip to Berlin to see how to develop strategies for the integration of refugees in schools St Joseph’s Cathedral Primary School wanted to develop links within the school to support asylum seekers and refugee families. The school assigned a designated member of staff and an information point eg noticeboard /website pages to disseminate information. The school discovered support available locally for refugees and their families from charities, community groups and voluntary agencies and developed links with these organisations including Swansea City of Sanctuary. Regular coffee mornings were hosted for parents to share information about locally available support. The school worked with asylum seeker/refugee families to identify those who could utilise their skills within school and share experiences with other parents. A number of refugee and asylum seeker parents worked as volunteers to support learning in the classroom. Some are now employed by the school.
- 4.4 Officers in the EAL & GRT team have strong working relationships with third sector organisations that support asylum seekers and refugees. Assessment for the School of Sanctuary accreditation is carried out collaboratively with the local City of Sanctuary group which include individuals with lived experience.

5. Professional Learning and Development

- 5.1 Quality professional learning is core to developing an anti-racist culture.
- 5.2 In the Spring and Summer terms of 2022, Swansea Education Directorate commissioned Lat Blaylock (National RE Adviser) to work with teachers in supporting them with not only an understanding of the ethos of anti-racist RVE, but also shared with them a multitude of practical examples as to how anti-racist RVE could be firmly embedded within the wider Humanities curriculum.

Over 100 teachers from across Swansea were able to engage with and participate in these webinars, with six three hour sessions being delivered over a three day period. The research and evidence based sessions provided the delegates with a comprehensive understanding and analysis of anti-racist education and gave the time and safe space for teachers to reflect on their current curricula, resources and pedagogy. Opportunities were given for teachers to work collaboratively in sharing their ideas and exploring a wide variety of resources to support with developing an anti-racist education, ranging from early years through to post 16 education.

The evaluation from the sessions was incredibly positive in terms of allowing teachers to start their journey in embedding anti-racist RVE within their curricula.

“A fantastic seminar, thank you! I like the way the seminar built on ideas being used in classrooms and presented new ideas and anti-racist approaches; I would have added in something about dealing with anti-racist/difficult conversations with pupils and colleagues; my takeaways are the work on statues and the fact that RVE isn't being done 'wrong', we just need to think of our approaches”. (Secondary teacher)

“Take aways - provide open ended resources and activities to inspire creativity and thinking. Children can come up with some really deep, impressive work when we give them the opportunity to!” (Primary teacher).

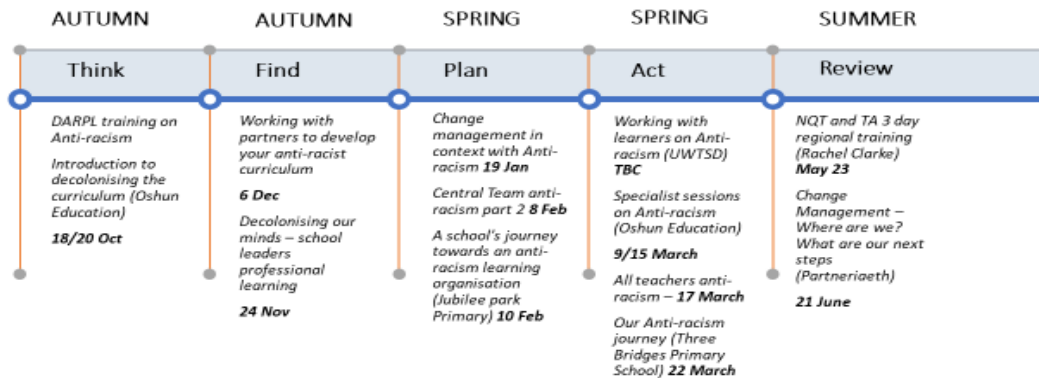
5.3 A wide and varied professional learning offer has been provided via Partneriaeth, who have a designated adviser for anti-racist education.

Partneriaeth have provided a programme of professional learning for teachers, leaders and support staff across the three local authorities. The aims of the professional learning are to support professionals in their development of an anti-racist and decolonised curriculum through:

- A clear definition of racism, anti-racism and decolonisation.
- A developing understanding of micro-aggression and racial trauma.
- Hearing the voices of learners and encouraging stories to be told.
- Building a curriculum which tells the whole story and breaks the cycle of the 'Eurocentric' curriculum.

The professional learning available is offered in addition to that available and provided by DARPL and are in the following phases: Think, Find, Plan, Act and Review.

The Partneriaeth Professional learning programme allows colleagues the opportunity to develop their anti-racism journey in their own schools and share experiences with colleagues in other schools. Early opportunities are also being provided for teachers of humanities and science & technology to consider how they can apply a decolonised context to learning in their specific areas of learning.



To date, there have been 10 secondary schools and 16 primary schools who have participated in at least one of the Partneriaeth, Swansea DARPL led sessions. This includes schools with higher and lower diversity. In addition, Maes Derw and Pen y Bryn have also undertaken some of this training.

5.4 In the autumn term of 2022, Swansea Education department was invited to present at the national EYST conference entitled 'Becoming an anti-racist Wales: How can you play your part?' The forum allowed a number of speakers to share their work before opening up to audience questions. The questions posed were extremely challenging and whilst they allowed us the opportunity to share all of the hard work that we are undertaking within this area, they also provided further challenge to is in ensuring that there is collective understanding of racism, hate crime and that teachers and schools are provided with opportunities to develop their cultural and religious awareness.

5.5 The RVE Adviser is partnering with DARPL to present a webinar outlining and exploring the rise of anti-Semitism within education. The webinar seeks to further develop the work of schools by challenging approaches to anti-racism in ensuring that all ethnicities, cultures and religions are incorporated into their approach.

6. Pedagogy and Curriculum

6.1 In order to develop an anti-racist curriculum, teachers should consider their themes, topics and resources through the lens of diversity. The Curriculum for Wales offers opportunities to explore cultural heritage and histories, languages and traditions of different communities. When considering curriculum design, lesson content and delivery careful consideration should be given around presenting stereotypical views of ethnic and national cultural traditions and avoidance of creating presumed 'difference' and 'othering'. Representation should be considered throughout the curriculum rather than diversity being a bolt-on. In addition, schools need to consider their own communities and how these communities are reflected in teaching and learning activities.

6.2 The EAL and GRT Team evaluation asks a number of questions linked to the above:

Has the school moved beyond a focus on 'international days', religious festivals, and places of worship to a more holistic approach that ensures a culturally inclusive ethos where diversity is recognised, celebrated and intrinsic to the whole curriculum, rather than 'one-off' and tokenistic? A majority of schools (66%) answered 'yes' to this question.

Can each ME/EAL/GRT learner see themselves and their experiences routinely represented, in non-stereotypical ways, across topics, experiences and knowledge developed through the curriculum? Many schools (72%) answered 'yes' to this question.

Are examples, events, contributions, and stories of ME individuals and groups part of the curriculum offer? Are these drawn from the school's locality and put into the context of a multicultural Wales? A majority of schools (62%) answered 'yes' to this question.

Pentrehafod School have recently run a session for their AoLE leads exploring the latter two of these questions. The leads were challenged to consider the images and examples they use in their teaching in the context of the school's PLASC data and therefore the context of the school. In addition, they were asked to reflect on whether images used in their curriculum area stereotyped certain backgrounds and as to whether the contributions of different cultures to the relevant curriculum areas were being recognised.

St Thomas Primary has expanded the role of the EAL Co-ordinator to that of EAL and Diversity. The EAL and Diversity Co-ordinator has been working with the AoLE leads to ensure that the curriculum areas include diverse examples and representation. There is a clear emphasis and understanding that 'diversity' should be integrated throughout the curriculum.

Christchurch Primary received a grant to work with a range of Creative Practitioners. The aim was to increase year 2 pupils', staff and other stakeholders' knowledge and understanding of heroes from ethnic minority backgrounds in the local community by taking part in interviews and a range of supporting activities across the curriculum. The learners became *Hidden Hero Hunters* and interviewed a range of visitors. Interviews were carried out in person and on Teams. Minority ethnic visitors from the Ospreys, Swansea City football club, a firefighter, an artist, youth workers, parents of the children and a nurse who has been awarded an MBE were interviewed. The interviews were recorded on the school podcast. The interviews and storytelling activities were inspiring. The school decided to plan a procession around the area to celebrate the hidden heroes. This project has encouraged teachers to plan a range of activities across the curriculum to explore the history and development of Wales as a multi-cultural society.

The Estyn inspection in December 2022 recognised that 'the school has made effective progress in developing a broad and inclusive curriculum' that 'reflects the diverse nature of the school'. Teachers' provision of many opportunities for pupils to develop an understanding of different cultures, was seen as a strength of the school with staff using the school's diverse cultural and ethnic context to provide rich opportunities for learning.

In addition, the report stated that ‘nearly all pupils’ understanding of moral values and equality is developing well. They deal with topics such as racism sensitively and maturely and express their views clearly, while treating other pupils’ contributions with respect. As a result, they develop as knowledgeable and tolerant citizens who know that difference is something to be celebrated in society.

Casllwchwr Primary School is a school with low diversity compared to other schools in Swansea but was also recognised by Estyn in their recent inspection (February 2023) as a school where ‘pupils understand the importance of treating all others equally and respect the diverse nature of pupils and adults that make up the school, with a strength of the school curriculum being ‘its comprehensive provision for the promotion of the diverse cultural and linguistic nature of Wales and its heritage’

‘The school challenges stereotypes and helps pupils to see everyone as an individual and a valuable member of society.

In addition, the school was praised for ‘thoughtful curriculum planning’, where ‘teachers help pupils to learn about issues, such as race inequality and how this can affect society. As a result, pupils at the school treat everyone equally and respectfully’.

- 6.3 The Bilingual to Multilingual project, is linked to the Language, Literacy and Communication Area of Learning and Experience of Curriculum for Wales. As previously stated, the aim of the project is to develop inclusive multilingual classrooms that recognise, value and build on learners’ home languages. The project has been running since 2021 and has included two conferences with excellent speakers which have been very well -received. A comprehensive toolkit has been developed which has been shared widely. The schools trialling the toolkit have made significant progress to date in developing multilingual environments and in encouraging and planning for use of home languages in the classrooms. The impact on the learners’ well-being through improved sense of identity and belonging and sense of pride in teaching others about their languages has been quite marked. The conference last summer showcased the work of the project schools:

All the speakers were so inspiring. The presentations by the Pilot schools were outstanding. I am looking forward to feeding back to my headteacher and taking on board this inspiring project.

Hearing about the impact a learners' identity can have on their confidence and success in language learning

- 6.4 The World Reimagined was a UK-wide art-education, racial justice project that ran throughout 2022. It that aimed to explore and transform how we understand the transatlantic trade in enslaved people, and its impact on us all.

Swansea was one of seven cities (and 10 London boroughs) that participated in the project featuring:

- A walking trail of globe sculptures focusing on the complex relationship between the UK, Africa and the Caribbean. The trail of 10 globes explored 9 distinct themes of that relationship, with a 10th globe being specific to Swansea as a place.
- An online Heritage trail, linked to each globe (and theme), and accessed via an app. This included a curated selection of stories that reflect Swansea's Black History, and also linked into a wider repository of stories from throughout the UK.
- A Learning programme that saw 12 Swansea schools create their own miniature globes, 10 of which were exhibited as part of the walking trail. These globes were developed as part of a broader education package that continues to provide lesson plans linked to the 9 themes and leadership training to support teachers in having the difficult conversations that often spring from discussing racial justice in the classroom. 2 of the schools were provided with an artist-in-residence to work with them in producing their globe. That artist was also given time to work with them on another project of the school's choosing.
- In addition, there was a poetry programme, where schools were encouraged to explore and express the 9 themes, through the medium of poetry. This provided the opportunity for schools to submit poems that were entered into a competition. The best 2 poems, for each theme, were featured in an anthology, alongside other poems that were specifically commissioned.
- A parent pack that provided resources to enable families to explore the UK's history with racial injustice and its progress towards racial justice
- A Community programme that supported local communities, particularly those with African-Caribbean heritage to contribute to the development of the project and to put on their own events linked to it.

The Globe Trail ran between 13th August and 31st October 2022, culminating in an exhibition of all of the globes in Trafalgar Square.

The legacy of this project can be found not in the art works, stunning though they were, but in the conversations that the project generated in families, schools and communities, developing a better understanding of what racial justice can look like and allowing us to reimagine the world.

Swansea schools who participated in the globe project were:

- Pentrehafod School (Artist in Residence working in school)
- Parklands Primary School (Artist in Residence working in school)
- Pontlliw Primary School
- Brynhyfryd Primary School
- Penllergaer Primary School
- Ynystawe Primary School
- Tre-Uchaf Primary School
- St Joseph's Cathedral Primary School
- Hafod Primary School
- Sketty Primary School
- St Illtyd's RC Primary School

6.5 The Swansea based, nationally and internationally acclaimed Peace Mala project continues to support schools with interfaith dialogue through anti-racist education.

There are currently seven schools in Swansea involved with the project, all working to different levels of accreditation.

- Hafod and Penllergaer Primary schools have both received the highest award of platinum accreditation.
- Christchurch, Terrace Road and St Joseph's Roman Catholic primary schools are working towards gold accreditation.
- Cadle and Hendrefoilan primary schools are currently working towards silver accreditation.

6.6 In September, Swansea hosted the first pupil teacher 'anti-racist' conference in Wales. The event was supported by the Welsh Government with the welcome given by the Minister for Education and the Welsh Language, Jeremy Miles MS. The event, held at Swansea.com, was full to capacity and saw 140 pupils and their teachers experience a high energy and impact day exploring the theme of respect for all. Pupils and their teachers, from 17 primary and 9 secondary schools engaged in a number of different activities focusing around the themes of identity and respect. It was an incredibly powerful day and allowed the pupils to have a voice with regard to their own lived experiences as they collectively worked towards an anti-racist Wales. Chantelle Haughton, the Director of DARPL joined for the whole day and was delighted to see excellent anti-racism education being planned and delivered with the pupil at the centre. Feedback from both pupils and teachers was extremely positive and demonstrated the impact that the day had:

"We learnt about the importance of being respectful and how to be ambassadors of anti-racism." (Year 6 pupil)

"We want to share, with our school, activities that promote respect and celebrate diversity." (Year 7 pupil)

"We loved the sessions and the stories. We learnt about respect and we enjoyed working with children from other schools. We are in year 6 and want to go back to school to teach year 3 and 4 about today. We loved the day!" (Year 6 pupil)

Following the success of the day, we were asked to write an article for the national RE journal 'RE Today'. The article, due to be published in summer of this year documents the day, focusing on pupil engagement, involvement and learning.

The conclusion to the article summarises the day perfectly:

The sophistication of the pupil's responses, together with their active and enthusiastic involvement was wonderful to witness and to be part of. As we strive towards making Wales an anti-racist nation, using a curriculum which places pupils at the centre of their own learning and with a desire for all pupils

to see themselves clearly within the curriculum, I am genuinely excited to see how these pupils drive and lead us forward into a more tolerant and inclusive world.

- 6.7 As RE and RVE are both locally determined areas of the school's curriculum, Swansea SACRVE have developed their RVE Agreed Syllabus for RVE to align not only with the Curriculum for Wales, but also with the cross cutting themes of diversity and human rights in supporting schools with their anti-racist curriculum and pedagogical approaches. The agreed syllabus clearly signposts the anti-racist action plan, and in giving direction with regard to knowledge, skills and experiences for learners, demonstrates an approach that is diverse, inclusive, pluralistic and anti-racist.

Additionally, the Swansea template policy for RSE (Relationships and Sexuality Education) gives a clear focus on how RSE should be incorporated across the whole school to ensure that there are opportunities for learners to develop an understanding of faith, belief, human rights and cultures as they seek to become ethical and informed citizens. RSE within Swansea schools will be implemented in the context of children's rights, as protected by the United Nations Convention of the Rights of the Child.

Swansea SACRVE are currently supporting two University intern students. As part of their third year studies, they are able to choose a module which allows them practical and work related support in developing their individual and media skills. The two students are currently working on a project whereby they will document the diversity of Swansea, using a variety of media to produce some short 'tik tok' type films which will be made available for schools to use with learners in the development of their diverse and inclusive education.

- 6.8 Swansea schools continue to be involved in the annual Holocaust Memorial Day event, this year held in the Brangwyn Hall. This year, six schools were able to be involved in the first face to face event since 2019, and were able to share stories, testimonies and music connected to the Holocaust theme. Furthermore, six post 16 learners from three Swansea schools participated in the Holocaust Education Trust, Lessons from Auschwitz programme. This programme is divided into four main parts, with opportunities for learners to meet a Holocaust survivor, visit Auschwitz and Birkenhau and then return to their schools as ambassadors whereby they complete a project, sharing the lessons learnt, with a wider audience.

7. Summary

- 7.1 There is a significant amount of work in progress across a wide number of areas that connect to developing and establishing anti-racist cultures within education and within our schools. There are a number of external levers that are helping to drive this agenda particular the ARWAP and relevant aspects of Curriculum for Wales.

There needs to be recognition that developing anti-racist cultures requires systemic change and this will take time. In essence, we are only at the start of this journey, however progress to date is encouraging and there appears to be

momentum for change across the Directorate and across our schools. As mentioned, Swansea is leading the way in Wales with some areas of this work.

Encouragingly it is clear that schools in Swansea, whatever their level of diversity, are engaging with the diversity and anti-racism agendas.

There is now a need to develop a coherent strategy and action plan to further this area of work. This is likely to include:

- Establishing a working group/steering group – potentially the remit of the existing working group that is focussing on diversifying governing bodies could be extended and additional members included.
- Continuing with the diversifying governing bodies work stream and action plan – this is looking to build on what has already been achieved, including pulling together a toolkit for headteachers to sign post to relevant resources, training etc. and enhancing and extending the training offer and follow-up for governors.
- Continued collaboration with the regional adviser for anti-racism to ensure the professional learning offer suits local needs and to encourage greater take up of professional learning.
- Expanding the professional learning offer at local level, including training on anti-Semitism and organising a headteacher event with support from DARPL.
- Identifying more formal mechanisms for monitoring developments and to identify and share emerging practice from schools.
- Reviewing the EAL & GRT evaluation tool to ensure alignment with the DARPL audit and to roll this activity out to all schools in the future. Consider the format of the tool and whether this can be improved in order to support more in-depth monitoring.
- Enhance mechanisms for signposting schools to relevant resources and professional learning.

8. Integrated Impact Assessment

8.1 The report is for information and not for decision.

9. Financial Implications

9.1 There are no financial implications associated with this report.

10. Legal Implications

10.1 There are no legal implications associated with this report.

Background papers: None

Appendices: None