

Meeting of:	CABINET COMMITTEE EQUALITIES
Date of Meeting:	8 NOVEMBER 2023
Report Title:	UPDATE ON RACIAL AND/OR DISCRIMINATIVE INCIDENTS WITHIN SCHOOLS
Report Owner / Corporate Director:	CHIEF OFFICER - FINANCE, PERFORMANCE AND CHANGE
Responsible Officer:	ZOE EDWARDS - CONSULTATION, ENGAGEMENT AND EQUALITIES MANAGER SUSAN ROBERTS – GROUP MANAGER SCHOOL SUPPORT
Policy Framework and Procedure Rules:	There is no impact on the policy framework or procedure rules.
Executive Summary:	This report provides an update on racial and/or discriminative incidents within schools.

1. Purpose of Report

- 1.1 The purpose of this report is to provide Cabinet Committee Equalities (CCE) with information on racial and/or discriminative incidents within schools, as monitored using the Racist Incident Report Form, along with initiatives to combat racism within schools.

2. Background

- 2.1 On 18 March 2019 all schools were sent guidance on reporting racist incidents within schools.
- 2.2 Guidance included notifying the local authority of racist incidents as well as notification to the police where incidents were recorded as a hate crime.
- 2.3 Incident Report Forms are sent to the equality's mailbox for recording purposes, and details are annually reported.
- 2.4 In Autumn 2019, Welsh Government announced several grant funded streams to deal with hate crime. Amongst these was a project to work specifically in 100 schools across Wales. Its aim is to deliver critical thinking skills and raise awareness of all aspects of hate crime in schools, with a focus on pupils at Key Stage 3. Due to the national scope of the proposals, the Welsh Local Government Association (WLGA) were deemed to be best placed to act as a lead on the delivery of this project as local authorities are far more aware of the local and regional needs and requirement of its schools.

- 2.5 Following a Welsh Government review, and subsequent publishing of guidance relating to schools' responsibilities for bullying practice, this is now devolved to individual settings.
- 2.6 Following a series of meetings between WLGA, Community Cohesion Coordinators and preferred providers for delivering hate crime projects, a number of schools in Bridgend were identified on the basis of data on reported hate crime in the community, anti-social behaviour in the area and discussions with the school liaison police officers.
- 2.7 The five schools initially identified were:
- Brynteg School
 - Bryntirion Comprehensive School
 - Coleg Cymunedol Y Dderwen
 - Maesteg School
 - Pencoed Comprehensive School
- 2.8 In January 2020, WLGA commissioned Show Racism the Red Card (SRtRC) as their preferred partner to deliver the project to identified schools across Wales. The aim of the project is to deliver a series of workshops to support children and young people to develop critical thinking skills which will enable them to question hateful narratives, assist them in recognising 'fake news', consider the causes of hate crime, and dissuade them from becoming perpetrators of hate crime in future.
- 2.9 The project is also aimed to equip school staff (including teachers and key support staff, such as receptionists or break time supervisors) with the skills to challenge hate crime and support victims when it occurs in school through separate train the trainer style workshops facilitated by SAPERE, the national charity supporting Philosophy for Children (P4C).
- 2.10 This report outlines the racist/discrimination incidents reported for the whole 2022-23 academic year, as well as an update on the Welsh Government project in relation to hate crime being delivered in selected secondary schools across Wales.

3. Current situation / proposal

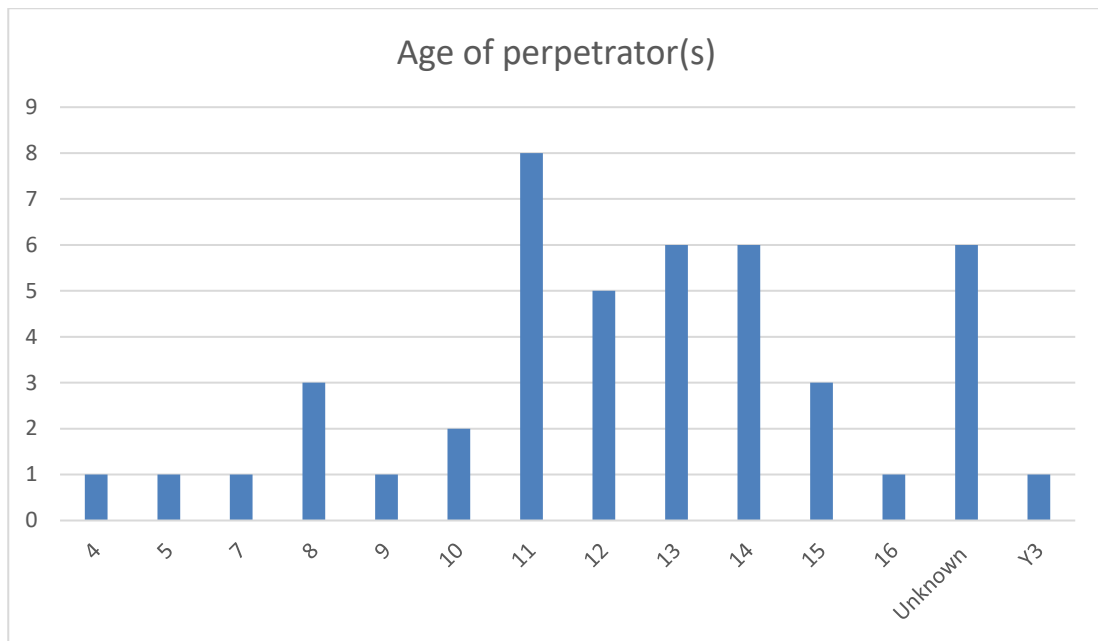
- 3.1 In the academic year **2022-23** there have been forty-three racist incidents reported by schools across the county borough. Incidents were reported by the following fifteen schools:

School	No. of incidents
Porthcawl Comprehensive School	12
Bryntirion Comprehensive School	5
Archbishop McGrath Catholic High School	3
Coety Primary School	4
Brynteg Comprehensive School	3
Cynffig Comprehensive School	4
Oldcastle Primary School	2
Betws Primary School	2
Nottage Primary School	2
Brackla Primary School	1
Ffaldau Primary School	1
Maesteg School	1
Porthcawl Primary School	1
West Park Primary	1
Ysgol Bryn Castell	1

3.1.1 Incidents are recorded by incident type. Incidents were recorded as:

Type	No.
Verbal abuse or insults	31
Racist comments during a discussion	4
Verbal abuse and written derogatory text	4
Name calling	1
Racial language	1
Racist graffiti	1
Verbal abuse and use of weapon	1

3.1.2 Incidents have been recorded by age of perpetrator and age of victim:



In two separate incidents, there were more than one perpetrator, where two eight-year-olds were involved with an incident. On another occasion, one four-year-old and five-year-old were involved in the same incident. On six different incidents the age of the perpetrator was unknown.



On three occasions, there were no identified victims.

3.1.3 Forty perpetrators were recorded as White British; one perpetrator was recorded as White and black African. Another perpetrator was recorded as Chinese. On one occasion the ethnicity of perpetrator was unknown.

3.1.4 Ethnicity of the victims were recorded as:

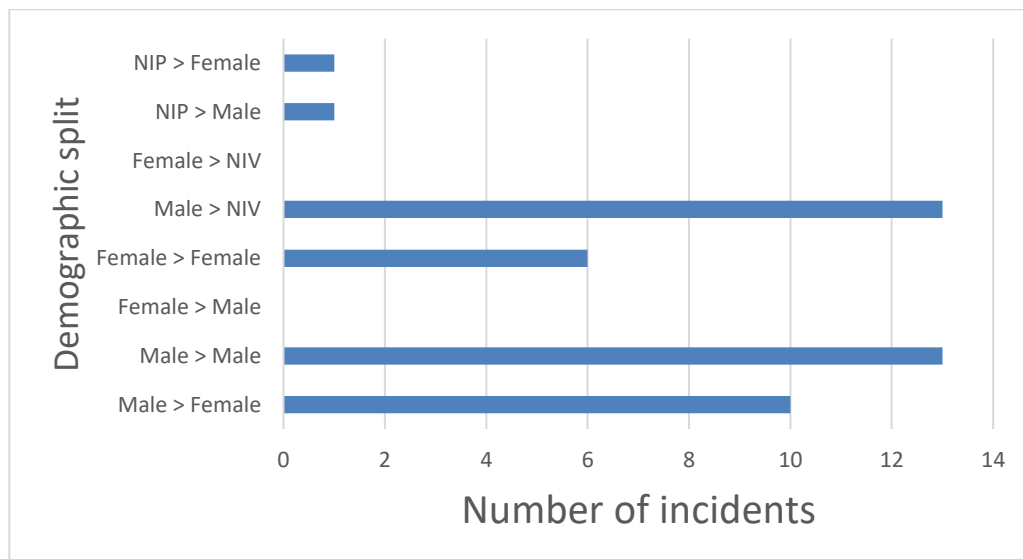
- Black African – 7
- N/A - 3
- White and black African - 1
- White Asian – 1

- White - 1
- Mixed background - 1

3.1.5 Thirty-seven of the perpetrators were recorded as male, six recorded as female and two non-identified perpetrators. The perpetrator to victim count identified the following:

- 13 male perpetrators to male victims
- 13 male perpetrators to no identified victims (NIV)
- 10 male perpetrators to female victims
- 6 female perpetrators to female victims
- 1 non-identified perpetrator (NIP) to male victim
- 1 non-identified perpetrator (NIP) to female victim
- 0 female perpetrators to male victims

Of the above count, two incidents included two male perpetrators to two male victims and another two incidents included one male perpetrator to two female victims (NIV).



3.1.6 Of the forty-three recorded incidents, a range of interventions took place, some of which had multiple interventions per incident. These included:

- Phone call home (25)
- Verbal Reprimand (21)
- Meeting with parents (14)
- Fixed period exclusion (13)
- Removal from lesson (8)
- Support plan (6)
- Letter home (6)
- Internal referral (3)
- Pre-exclusion warning (3)
- Loss of privileges (1)
- Lunch detention (1)
- Meeting with Police (1)

3.2 In April 2021, after discussions between representatives of Welsh Government and the WLGA, a new funding arrangement was agreed to fund the remainder of the project during the financial year 2021-2022. The agreement included an additional funding allocation which increased the scope and capacity of the project to include an additional 2 schools in each local authority.

3.3 Using the criteria highlighted in 3.1 of this report, the additional school was identified as:

- Porthcawl Comprehensive School

3.4 To date, six schools have received sessions from SRtRC via face-to-face delivery or webinars. Of the other schools identified:

- Porthcawl Comprehensive School received training on 18/01/2021,
- Ysgol Gyfun Gymraeg Llangynwyd received training on 19/01/202.
- Brynteg School did not participate due to issues arranging a suitable date.

3.5 Central South Consortium (CSC) Updates

3.5.1 In August 2021, an agreement from WLGA was made to alter the delivery model and offer the teacher training to all schools within Bridgend. This broadened the scope of the project to reach a potential 21 schools, as opposed to 3 teachers from each of the above schools attending as initially intended.

3.5.2 This approach has provided a more sustainable approach to dealing with the issues of hate crime in our schools, and address key recommendations set out in the recently published report by Victim Support.

3.5.3 The professional learning and resources developed by Central South Consortium (CSC) to support the teaching of themes relating to Black Asian, and Minority Ethnic (BAME) communities and 'Cynefin' are aligned to the findings and recommendations of the Welsh Government working group.

3.5.4 CSC provides a professional learning programme to support the teaching of themes relating to Black Asian, and Minority Ethnic (BAME) communities and 'cynefin'. These professional learning programmes are available to all schools.

3.5.5 CSC works in partnership with Diversity and Anti-Racism Professional Learning (DARPL) in ensuring high quality professional learning is available to all schools. Where schools have a particular need and require more intensive support, this can be brokered through the school improvement partner.

3.5.6 CSC provides resources and signposts schools to further resources that can be used by schools and practitioners to support the teaching of these themes. Equality and critical thinking certainly play an important part within curriculum design and implementation across all schools.

'Enabling excellence and equality' document offers clear approaches in supporting schools across CSC to enable excellence and equity for all learners.

3.5.7 Critical thinking and problem solving are one of the four integral skills that are developed within a wide range of teaching and learning within schools and underpin the 'Four purposes' of Curriculum for Wales.

3.5.8 CSC works in partnership with DARPL in ensuring high quality professional learning is available to all schools and unconscious bias may form part of their professional learning for school leaders.

4. Equality implications (including Socio-economic Duty and Welsh Language)

4.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh Language have been considered in the preparation of this report. As a public body in Wales the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

5. Well-being of Future Generations Implications and Connection to Corporate Well-being Objectives

5.1 The well-being goals identified in the Act were considered in the preparation of this report. It is considered that there will be no significant or unacceptable impacts upon the achievement of well-being goals/objectives as a result of this report.

6. Climate Change Implications

6.1 There are no Climate Change Implications from this report.

7. Safeguarding and Corporate Parent Implications

7.1 There are no Safeguarding and Corporate Parent Implications from this report.

8. Financial Implications

8.1 There are no financial implications in relation to this report.

9. Recommendations

9.1 That cabinet notes the annual update on racial and/or discriminative incidents within schools

Background documents

None