Racism and anti-racism in the Welsh education system.

Show Racism the Red Card

Dangos y Cerdyn Coch i Hiliaeth

Research Report

September 2016

Show Racism the Red Card
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Show Racism the Red Card would like to thank all those who participated in and contributed to the research.

**iii. Executive summary**

**Background, aims and methodology.**

Over the past ten years Show Racism the Red Card has worked with over 100,000 children and young people across Wales. In the last two years our charity has observed an increase of racist attitudes and negative stereotyping. During the last six months more schools have enquired about workshop provision following racist incidents in schools than the total number of enquires between 2010 and 2014. In response, Show Racism the Red Card aims to investigate and evidence any racism noted within the Welsh education system in order to help ensure pupils and teachers in Wales are listened to by decision makers. The report has three main aims to discover:

1. How is racism experienced in the Welsh education system?
2. How do schools promote anti-racism in the Welsh education system?
3. How can anti-racism be improved in the Welsh education system?

Four research projects were undertaken between May 2016 and July 2016 to answer the above research questions. Each project recorded experiences, ideas or opinions from different stakeholder groups across Wales using different appropriate methodologies (see Figure 1). Further details of the methodology are outlined in Section 2.

![Figure 1: Show Racism the Red Card project outlines](image-url)

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1. How is racism experienced in the Welsh education system?

1. a. Perceptions of racial discrimination and racial stereotyping.
   - 94% of upper Key Stage 2 pupils state racism occurs between pupils in their school because of differences in skin colour, religion and nationality.
   - 100% of secondary and upper Key Stage 2 pupils think racial discrimination and stereotyping happens where they live.
   - Secondary and upper Key Stage 2 pupils feel skin colour and religion are the most negatively stereotyped and discriminated against racial characteristic.
   - Some pupils fail to distinguish between skin colour, religion and nationality.
   - 2/3 teachers report they are aware of pupils being subjected to racism because of skin colour, religion, nationality, immigration status, Gypsy, Roma and Traveller heritage and culture.
   - 86% of teachers feel pupils have misconceptions and stereotypes towards racial characteristics.
   - The majority of religious racism is aimed towards Islam/Muslims.
   - The majority of nationality racism is aimed towards Eastern Europeans and those from, or perceived to be, from the Middle East.

1. b. Personal experiences of racism in school.
   - 2/5 upper Key Stage 2 pupils have been victims of racial discrimination.
   - 1/5 upper Key Stage 2 pupils have used racist language towards a peer.
   - In school, racial discrimination can be verbal, indirect or physical.
   - Negative racial stereotyping can happen towards pupils in class when learning certain topics/subjects.
   - In the last 12 months ¼ teachers have responded to/reported a racist incident because of discrimination against skin colour (43%), nationality (24%), religion (22%) or Gypsy, Roma and Traveller heritage (11%).
   - During the teaching career of those surveyed, nearly ½ have experience of a learner being discriminated against because of their skin colour.
   - During the teaching career of those surveyed 1/5 have experience of a learner being discriminated against because of their religion, nationality or Gypsy, Roma and Traveller heritage.
   - A small minority of teachers have witnessed teaching colleagues in school being victims or perpetrators of racial discrimination.
1. c. Islamophobia in school.

- Children and young people in Wales have a more negative understanding of Muslims compared with Christians.
- The majority (94%) of upper Key Stage 2 pupils’ state religious racism can happen towards Muslim pupils.
- Upper Key Stage 2 pupils reported that some of their peers think Islam is linked to ISIS. ISIS is linked to terrorism; hence some pupils believe that Muslim learners are more likely to be terrorists.
- Young people have heard five times more negative comments about Muslims compared with Christians.
- The majority (97%) of young people have heard bad comments about Muslims with themes of fear, terrorism, killing, bombing and ISIS.
- The majority (92%) of trainee teachers felt Muslim girls wearing religious dress do not feel safe from discrimination.
- Nearly half (44%) of trainee teachers observed Islamophobic incidents towards Muslim pupils on their last placement.
- A small minority (2%) of trainee teachers are practicing Muslims.
- Teachers feel learners have the highest misconceptions and negative stereotypes towards religion, specifically Islam.
- Teachers feel the most beneficial Show Racism the Red Card workshop for their pupils would concern anti-religious racism education, specifically Islam.
- In the last twelve months one in five teachers have responded to/reported an Islamophobic racist incident.
- Teachers and upper Key Stage 2 pupils note learners can make assumptions about who follows Islam based on skin colour or nationality.

2. How do schools promote anti-racism?

2. a. Teaching anti-racism.

- 2/3 teachers teach anti-racism in school, yet the majority of teachers (84%) have not received any training on how to teach anti-racism.
- Anti-racism is mainly taught through Personal and Social Education (PSE) or Social Emotional Aspects of Learning (SEAL), or discretely/indirectly through other topics/subjects.
- Teachers report there is limited anti-racism coverage within PSE and SEAL.
- All secondary teachers and the majority of primary teachers (85%) who state anti-racism is discretely/indirectly taught in their school have witnessed racist incidents.
- 1/5 teachers educate pupils about anti-racism after incidents have happened.
- The majority of teachers (70%) feel there is not enough time to fit in anti-racism work.
- Half of teachers feel there is a lack of anti-racism resources available.
- Half of the teachers feel subject confidence is a challenge when teaching anti-racism.
- 2/5 teachers feel the curriculum is a challenge when teaching anti-racism.
- Teacher’s state anti-racism is seen as a low priority.
- A minority of teachers feel parents should educate children about anti-racism; however other teachers point out prejudice views may come from home.
2. b. Recognising and responding to suspected racist incidents.

- 1/3 teachers do not feel confident recognising racism in the classroom.
- Some teachers feel staff do not know what a racist incident is, or how to distinguish between “friendly banter” and serious incidents.
- 2/3 teachers do not feel well trained or confident when supporting and dealing with victims or perpetrators of racist incidents.
- There is a difference in knowledge about anti-racism procedures and policy across Wales.

2. c. Reporting and following up suspected racist incidents.

- The majority of teachers (69%) do not feel well trained or confident when sourcing and filling out racist incident forms for senior staff or the Local Authority.
- The majority of teachers (70%) do not feel well trained or confident when following up racist incidents with senior staff or parents.
- Teachers who felt confident when sourcing and filling out racist incident forms and following up racist incidents with senior staff and parents trust their senior staff.
- Teachers can be unsure of the outcomes and benefits of reporting racist incidents.
- Some pupils ask teachers not to report racist incidents.

3. How can anti-racism be improved in the Welsh education system?

3. a. Improving teacher training.

- Nearly all (99%) teachers’ feel anti-racism training would benefit them.
- Some teachers feel other staff, including teaching assistants, senior staff and midday supervisors are not aware of what racist incidents look like and need to be trained.
- Nearly half (47%) of teachers state training on terminology would be beneficial.
- 2/5 teachers feel training on how to discuss current affairs with learners would be beneficial.
- Over half (55%) of teachers report training on recognising racism in the school would be beneficial.
- The majority (70%) of teachers feel training about how to respond to racism in the school would be beneficial.
- Half of teachers’ state training on reporting racism would be beneficial.
- Nearly 3/5 teachers feel the following training would be beneficial: following-up racial discrimination incidents, anti-racism as a whole school approach and sourcing and using anti-racism resources.
- Half of teachers believe that training on how to offer counter narratives to pupil’s thoughts would be beneficial.
This report provides solid evidence that racism is a serious concern for pupils at both primary and secondary school. The report highlights more can be done at a national and local government level to support children and teachers with anti-racism education and training. Recommendations including future research following the findings can be found in Section 4.
1. **Background and aims**

Over the past ten years Show Racism the Red Card has worked with over 100,000 children and young people in Wales. In the last two years our charity has observed an increase of racist attitudes and negative stereotyping. In the last six months more schools have enquired about workshop provision following racist incidents in schools than the total enquires between 2010 and 2014. In retort Show Racism the Red Card aims to investigate and evidence any racism in the Welsh education system to help ensure pupils and teachers in Wales are listened to by decision-makers.

The report has three main aims to discover:

1. How is racism experienced in the Welsh education system?
2. How do schools promote anti-racism in the Welsh education system?
3. How can anti-racism be improved in the Welsh education system?

Four research projects were undertaken between May 2016 and July 2016 to answer the above research questions. Each project recorded experiences, ideas or opinions from different stakeholder groups across Wales using different appropriate methodologies (see Figure 1). Further details of the methodology are outlined in Section 2.

2. **Research Methodology**

Following discussions with Show Racism the Red Card staff and the National Union of Teachers the research focused on four different stakeholder groups: teachers, trainee teachers, upper key stage two pupils and key stage three pupils. Each group required different methodologies to investigate the aims due to the age group of participants, research staff time and availability, participants’ location and the depth of information sought. This section briefly describes the research and sampling methods chosen to investigate each stakeholder group as well as details on sample size, and the location of respondents across Wales. Show Racism the Red Card acknowledged students and teachers may not understand what forms racism take, or what actually constitutes a racist incident. Hence participants for all projects were given an initial written or verbal introduction to the topic. Further details of the data analysis and limitations can be obtained by request at wales@theredcard.org.

**#SayNoToRacism Project**

A random selection of primary schools in Cardiff and Newport Community First schools were invited via e-mail to contribute to a consultation about racism and anti-racism in school. Due to time constraints seven schools were able to participate in the consultation. The first seven schools to respond to the e-mail secured their consultation place. Fifty two upper Key Stage Two pupils were selected randomly from five Cardiff primary schools and two Newport schools in Community First areas. Research staff visited each school to run a focus consultation group with six to eight pupils of equal gender split. Pupils had to volunteer to contribute and gain parental permission before sharing their thoughts and ideas.

The duration of the consultation was two hours. The participants were shown a power point which explained terms such as racism, racist incident and terminology. The presentation gave them an
opportunity to ask any questions about the research and topic they discussed. A variety of activities and discussions were used throughout the consultation including private voting, thought bubbles, brainstorming, sorting activities and question led discussions and problem solving. A safety envelope was placed in the consultation room for learners to share any additional thoughts.

#FourAreas Project

Schools were invited to participate in a consultation activity during a Show Racism the Red Card workshop. Three Wrexham secondary schools agreed, one of which was in a Community First area. Four Cardiff primary schools, two Newport primary schools and one Swansea primary school in Community First areas also agreed to participate in the activity. In total five hundred and thirty five learners provided their opinion about racism via a voting activity for Show Racism the Red Card. The activity was used as a starter game in school workshops. Each pupil received two voting pegs to use when answering the question “Does racism and negative stereotyping of racial characteristics exist where you live; if so which racial characteristic receives the most discrimination?” Two sets of five cups were placed either side of the classrooms, the cups had “No racism happens here”, “skin colour”, “religion”, “nationality” and “culture” written on them. The cups had paper wrapped on the inside and a lid to ensure pupils could not see what their classmates had voted for to ensure they made their own decisions. Students could split their vote between two cups if they believed racism and negative stereotyping happened where they lived and though two characteristics received equally as much discrimination, or they could use two votes for one characteristic.

No Place for Hate Project

Trainee teachers from Bangor University, Aberystwyth University and the University of South Wales were invited to participate in a paper questionnaire prior to a Show Racism the Red Card training event. The ten questions were a mix of open and closed questions. One hundred and twenty five trainee teachers provided their opinion of Islamophobia based on their last teaching placement. Thirty percent of the trainee teachers were primary level trainees and seventy percent were secondary trainees. Figure 2 below illustrates which Local Authority trainee teachers were placed in.

Figure 2. The Local Authority in which the trainee teachers were placed.
Show Racism the Red Card: Teacher Survey Project

The Show Racism the Red Card electronic survey was sent to the National Union of Teachers to forward on to its members. Four hundred and thirty five teachers completed the survey. The survey compromised of twenty questions, a mixture of open and closed. Half (49.89%) of the respondents teach in primary schools and nearly half (45.26 %) teach in secondary schools. A small minority of respondents either teach in a pupil referral unit (1.47%) or a special needs school (3.37%). Over one in three (35.79%) of the teachers teach in a Community First area whilst nearly two in three (64.21%) do not. Figure 3 illustrates which Local Authority respondents teach in.

![Figure 3. The Local Authority Teacher Survey respondents teach in](image)

3. Findings

This section outlines the findings of the four research projects. Each research question, outlined in section 1, is answered using the results of specific projects and not all four project results are used to answer each question. Each question is split into three sub-categories following a thematic analysis of the results (details of analysis can be found in Annex A). A conclusion and recommendations are provided in section 4 of the report.
3.1. How is racism experienced in the Welsh education system?

3.1. a. Perceptions of racial discrimination and racial stereotyping.

#SayNoToRacism

The majority of learners feel racial discrimination happens between pupils in their school (see Figure 4). All pupils stating racism happens agree students receive racist abuse because of their skin colour, nationality and religion.

“People just don’t like black people or anyone who isn’t white…Muslims and that, any one different.” – Year 6 Pupil.

“In PE when people make a bad tackle someone will say n*****r to them.” – Year 5 Pupil.

“After all, people do get made fun of from where they come from, they really do, calling names and saying why are you acting weird if they don’t know your culture.” – Year 6 pupil.

“I see most people be racist about others skin colour.” – Year 5 Pupil.

“Skin colour is a big thing with white people not liking blacks or Asians. Everyone jokes about nationality and Chinese and Indian things.” – Year 6 Pupil.

“Basically, I think that skin colour is a massive issue because here everybody wants everyone to be white as Wales isn’t normally…black people are normally in other countries.” – Year 6 Pupil.

“I just have a feeling it’s going on as one of my friends said they were being bullied because of it.” – Year 5 Pupil.

“Racism is mainly about when people are not happy with themselves, because they are not happy they try and make everyone else unhappy, so they can be the same.” – Year 5 Pupil.

Some learners make assumptions about others based on racial characteristics, for example, a Year 5 pupil stating all Czechs are bullies and another claiming all Romanians are bad. A small number of students (9%) link religion with skin colour or nationality:

“Indians get bullied when they do religious stuff like bindi spots and people copy them and laugh at them.” – Year 5 Pupil.

Despite some participants making stereotypical statements themselves learners highlight in-school issues where peer’s stereotypes of skin colour, religion and nationality can have a negative impact.

“Because I am dark skinned they thought I was Indian and said ohh you have a big fat Buddha on your head and it was not nice.” – Year 5 Pupil.
“I have been racist towards someone as I made fun of what country I guessed they were from by their skin colour, but actually they were not from there.” – Year 6 Pupil.

“Here everyone thinks if they see a black person they are a terrorist… they link black people with Muslims.” - Year 6 Pupil.

“People think skin colour is religion” – Year 5 Pupil.

A minority of participants (4%) state racism does not happen between pupils in their school. Two pupils mention how peers can act differently in and out of school:

“People make fun of us outside of school, in school they put on a different cover, they are bad outside” – Year 5 Pupil.

One pupil reported that racism does not happen in their school or the community. Yet the overwhelming majority agree racism can happen between pupils in their school.

#FourAreas

The #FourAreas investigation significantly suggests the majority of secondary and primary learners feel racial discrimination and negative stereotyping happens in their community (see Figure 5). The majority of participants across Wales feel most discrimination and negative stereotyping happens towards people’s skin colour and religious belief (see Figure 6).

Whilst not reflecting racism in schools, the findings show students can identify what specific characteristics, which they believe promotes discrimination for and confirms that the majority of children and young people are aware that racial discrimination and negative stereotyping happens where they live.

Figure 5. Percentage of learners who think racial discrimination and negative stereotyping happens where they live

1 Pupil, 0% No

535 Pupils, 100% Yes

Figure 6. Pupils’ opinion on which characteristic, if any, receive the most racial discrimination and negative stereotyping where they live (based on 536 pupil responses).

![Characteristics](chart.png)
Show Racism the Red Card: Teacher Survey

The majority of teachers (86%) report pupils have misconceptions and stereotypes about one or more, of the following characteristics: skin colour, religion, nationality, immigration status, Gypsy and Roma Traveller heritage and culture. Figure 7 illustrates nearly half, or more, of teachers identify that learners have misconceptions and stereotypes about religion, skin colour and immigration status. A quarter of the commenting teachers’ state learners have misconceptions and stereotypes about all religions, or all nationalities other than Welsh or white Christian British.

A significantly high proportion of teachers (85%) identify learners can have misconceptions and stereotypes about Islam (see Figure 8). A smaller proportion of prejudice exists towards Judaism, Christianity, Sikhism, Buddhist beliefs. Islamophobia in the Welsh education system is explored in detail in Section 3.2.c

Teachers demonstrated that their pupils can have misconceptions and stereotypes about a range of nationalities (see Figure 9). Nearly two in five teachers (37%) state learners have misconceptions and stereotypes about ‘Eastern Europeans’, one in five specifying ‘Polish’. A quarter of teachers reported stereotypes and misconceptions exist towards Middle Eastern pupils, whilst one in five reported Asian students can be stereotyped and misconceived. Smaller proportions note English; African and Far Eastern learners can be stereotyped and misconceived.

However, teachers indicate some pupils cannot distinguish between religion, skin colour and nationality. A Bridgend secondary school teacher adds students have a “general ignorance” about nationalities and religions. Other comments include:

“They all confuse the areas with each other.” – Carmarthenshire Primary Teacher.
“Pakistani/Indian/Asian all regarded as same nationality. Eritrean, Somalis, Sudanese all regarded as same nationality.” - Cardiff Secondary Teacher.

“They are confused about the difference between religion and culture. Also about religion and nationality.” - Cardiff Primary Teacher.

“They think where you come from/were born determines your religion.” - Powys Secondary Teacher.

Yet, a small proportion of teachers (14%) report pupils have no misconceptions or stereotypes about racial characteristics. However, one-third of those stating pupils have no misconceptions note they feel unconfident recognising racial discrimination. A primary school teacher from Cardiff feels younger teachers can be less confident than more experienced teachers when recognising racism. Overall, one in three teacher’s state they are not confident recognising racism in the classroom. Primary school staff in Torfaen commented:

“I tell pupils they shouldn’t say these things, and most of the time, they tell me they are not aware these words are racist. I have to take them at face value, but sometimes I doubt them.”

“Even in a small primary school I am sure that things happen that adults are never made aware of.”

“Sometimes difficult to distinguish between 'banter' / friendly teasing and serious racial discrimination.”

Two in three teachers report they are confident recognising racial discrimination in the classroom. A secondary school teacher from Caerphilly notes personal experience both in, and out, of the classroom which has made them “very aware of how racial discrimination might arise” and comments, “generally, teachers are aware of racism”. In addition, nearly two-thirds (64%) of teachers state they are aware of students receiving racial discrimination because of one, or more, of the following characteristics: skin colour, religion, nationality, immigration status, Gypsy Roma Traveller heritage and culture. A Powys primary school teacher reports, “prejudicial views are rife.”

Summary:

- 94 % of upper Key Stage 2 pupil’s state racism happens between pupils in their school because of differences in skin colour, religion and nationality.
- 100% of secondary and upper Key Stage 2 pupils think racial discrimination and stereotyping happens where they live.
- Secondary and upper Key Stage 2 pupils feel skin colour and religion are the most negatively stereotyped and discriminated against racial characteristic.
- Some pupils fail to distinguish between skin colour, religion and nationality.
- 2/3 teachers report they are aware of pupils being subjected to racism because of skin colour, religion, nationality, immigration status, Gypsy, Roma and Traveller heritage and culture.
- 86 % of teachers feel pupils have misconceptions and stereotypes towards racial characteristics.
- The majority of religious racism is aimed towards Islam/ Muslims.
- The majority of nationality racism is aimed towards Eastern Europeans and those from, or perceived to be, from the Middle East.
3.1. b. Personal experiences of racism in school.

#SayNoToRacism

Two out of five (40%) pupils state they have suffered from racial discrimination, whilst nearly one in five (17%) admit they have used racist language against a peer. The nature of discrimination ranges from name-calling, exclusion from activities and physical threats. Figure 10a and 10b are examples of pupils’ thought bubbles following a private vote answering whether or not racism happens between pupils in their school.

![Figure 10a: A Year 6 pupil receiving racial discrimination](image1)

![Figure 10b: A Year 5 pupil receiving racial discrimination](image2)

Learners referenced experiences of racial discrimination throughout the consultation:

“The amount of times I have been bullied for my skin colour and where I am from, it’s awful.” – Year 6 Pupil.

“People kept making fun of me and my accent, I couldn’t even speak and people still made fun and sometimes of what I looked like. It makes me feel devastated as you just don’t know when it is going to stop.” – Year 5 Pupil.

“How many times I have been bullied… and called the n word millions of times… by Year Fives for how I live in life and how I look?..” – Year 5 Pupil.

“Someone said I have a disgusting Chinese face.” – Year 6 Pupil.

“Sometimes people are racist to me and to other people. If you are dark skinned or religious they think you are bad, it’s just not a very nice thing to be. I hope one day it stops.” – Year 5 Pupil.

“Racism happens soooo many times, being bullied for religion, they make fun of my religion and call us Ebola, someone said that and said “people are going to get hurt”” – Year 5 Pupil.

“I was in school and I was racially abused, people calling me dark chocolate which wasn’t nice and to know people could do this every day is just a feeling you don’t want to have…people have called me poo.” – Year 5 Pupil.
Pupils also mention experiences where classmates have made racist comments by negatively stereotyping religions, skin colours, nationalities and history when learning certain topics. For example:

“We were doing Kenyan poets and someone said kill all Muslims, then I got heart broken.” – Year 6 Pupil.

“Now we are talking about WW2 they are calling me things like traitor, or do funny accents of my language, which makes me a bit as sad as it reminds me of how in Italy they respect you and here sometimes they don’t.” – Year 5 Pupil.

“Well I’m French and Greek, because we learnt the French Revolution and [other pupils] were like you are going to start the French Revolution. This made me sad as people in my family had been part of that and seen bad things and it’s not nice. I hate when people call me names.” – Year 6 Pupil.

The findings affirm racism can exist between primary school pupils in the Welsh education system.

Show Racism the Red Card: Teacher Survey

In the last twelve months one in four (26%) teachers state they have responded to, or reported, a racist incident. Most teachers (86%) provided additional details about the incidents, the majority (97%) of which involve name calling/verbal abuse. Figure 11 illustrates what characteristics pupils have been discriminated about.

“We have two black African boys in Year 3/4 and a Polish boy- new to the school - called them n*****s.” - Carmarthenshire Primary Teacher.

“Gypsy/ Travellers are given verbal abuse.”
- Merthyr Tydfil Secondary Teacher.

“A child's was told that they did not want to play with her because of the colour of her skin.” – Neath Port Talbot Primary Teacher.

“The word n*****r was used as an insult to a mixed race child.” - Monmouthshire Primary Teacher.

“Pupil comments calling an Asian pupil a ‘p**i’.” – Rhondda Cynon Taf Secondary Teacher.

Looking beyond twelve months, almost half the teachers in their total teaching experience have observed a learner/learners being discriminated against because of their skin colour (see Figure 12 on the next page). In addition, one in five teachers have knowledge of a learner/learners being discriminated against because of pupils’ religion, nationality or Gypsy, Roma Traveller heritage.
Experiences included:

“A Polish child was told they weren’t wanted around here and they should go back to where they came from”. - Carmarthenshire Primary I Teacher.

“Year 8 students were harassing a new student in Yr10 from Brazil with racist slurs and taunts.” - Pembrokeshire Secondary Teacher.

“Y6 Roma being insulted by a gang of Bangldeshi boys - calling her dirty, refusing to touch items she had touched, pushing other pupils into her to know her over and then call those children "contaminated".” - Rhondda Cynon Taf Primary Teacher.

Teachers also report incidents involving colleagues:

“A member of staff suggested a pupil was in a gang because of skin colour.” - Rhondda Cynon Taf Secondary Teacher.

“I had a report from a boy that a member of staff made appalling comments about gypsies and Travellers in class.” - Flintshire Primary Teacher.

“Pupils and staff have misunderstandings regarding different religions.” – Cardiff Secondary Teacher.

However, over one in three teachers (36%) report they have no experiences of pupils being racially discriminated against for the above characteristics. In contradiction a small minority (7%) of those teachers state they, or a colleague, have observed or reported a racist incident in the last twelve months. Overall, teachers across Wales are expressing that racism exists in the education system in Primary and Secondary Schools.

Summary:

- 2/5 upper Key Stage 2 pupils have been victims of racial discrimination.
- 1/5 upper Key Stage 2 pupils have used racist language towards a peer.
- In school, racial discrimination can be verbal, indirect or physical.
- Negative racial stereotyping can happen towards pupils in class when learning certain topics/subjects.
- In the last 12 months ¼ teachers have responded to/reported a racist incident because of discrimination against skin colour (43%), nationality (24%), religion (22%) or Gypsy, Roma and Traveller heritage (11%).
- During the teaching career of those surveyed, nearly ½ have experience of a learner being discriminated against because of their skin colour
- During the teaching career of those surveyed 1/5 have experience of a learner being discriminated against because of their religion, nationality or Gypsy, Roma and Traveller heritage
- A small minority of teachers have witnessed teaching colleagues in school being victims or perpetrators of racial discrimination.
3.1. c. Islamophobia in school.

#SayNoToRacism

The majority of children agree religious racism occurs between pupils in their school (see Figure 13). Two children describe experiences of Christian’s receiving racial abuse. One child reported receiving racism because of their Jewish heritage with peers calling out “Nazi”. Yet significantly, all participants highlight Muslim children can receive racism because of their religion. Children note how Islam can be linked to terrorism, and describe how religious dress can be made fun of.

One child describes how their classmate:

“…gets called a monkey, terrorist and people try and make him eat, they make fun of his fasting saying it’s because he wants to be skinny fat boy.” – Year 6 Pupil.

Others comment:

“People are being framed of terrorism just because they are Muslim, for example I know someone who has been told they are a terrorist when they were not a terrorist.” – Year 5 Pupil.

“People are being racist to each other and it causes fights, especially Muslims, it not fair some people get hurt by it.” – Year 6 Pupil.

“There are always fights about religion, saying you can’t do things as you have a hijab on.” – Year 5 Pupil.

“Boys are always racist calling Muslims black and cream.” – Year 5 Pupil.

“You shouldn’t go into town on Id or you will get hurt, people are threatening others, everyone is planning to hurt us.” – Year 5 Pupil.

“Muslim girls get made fun of for their Hijabs” – Year 6 Pupil.

“Loads of children are left out because people make fun of their religion and say they can’t do stuff…like you’re wearing a Hijab so can’t play.” – Year 5 Pupil.

“When you go somewhere and you say you are Muslim they make fun of you.” – Year 6 Pupil.

“Some people say Muslims are terrorists and they are saying I am a terrorist.” – Year 5 Pupil.

“People pretend to blow themselves up which is not good as I am Muslim.” – Year 5 Pupil.

Most participants (90%) state they feel racism towards Muslim pupils is wrong, although a small minority (10%) expressed feelings such as “it’s just the way it is”, and one individual felt Muslims “should just get over it [racist bullying]".

Figure 13: Percentage of learners who think racial discrimination happens between pupils because of religion in their primary school
#FourAreas

Learners believe religion is the second highest characteristic that people receive racism for in relation to where they live (see Figure 6 on page 13). A Wrexham secondary school partaking in the #FourAreas specially requested for a Show Racism the Red Card workshop on “Islamophobia” due to “a worryingly normalised culture of racism towards Islam and Muslims” within their one hundred and twenty seven strong Year Seven cohort.

Between April 2016 and June 2016 students heard nearly five times the amount of bad comments about Muslims compared to Christians in the last three months (see Figure 14). Nearly all students (97%) heard one bad comment about Muslims compared to half the learners (53%) hearing one bad comment about Christians. In contrast, half of the cohort heard one good remark about Muslims, whilst three quarters had heard of one good comment about Christians. Pupils were nine times more likely to have heard of three, or more, bad comments about Muslims compared to Christians. The majority of bad comments about Muslims had themes of fear, terrorism, killing, bombing and ISIS, in contrast the bad comments about Christians, which had themes of homophobia and judging behaviour (see Figure 15). The findings evidence children and young people in Wales have a more negative understanding of Muslims compared to Christians.

![Figure 14: Number of good and bad comments pupils had heard about Muslims and Christians in the last three months](image)

**Figure 14.** Number of good and bad comments pupils had heard about Muslims and Christians in the last three months

<table>
<thead>
<tr>
<th>Good comments</th>
<th>Bad comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Christians</strong></td>
<td><strong>Muslims</strong></td>
</tr>
<tr>
<td>Charitable</td>
<td>Respectful</td>
</tr>
<tr>
<td>Nice</td>
<td>Nice food</td>
</tr>
<tr>
<td>Peaceful</td>
<td>Helpful</td>
</tr>
<tr>
<td>Caring</td>
<td>Muslims can do things we can do</td>
</tr>
<tr>
<td>Kind</td>
<td>Praying everyday</td>
</tr>
<tr>
<td>Good people</td>
<td>They are not all bad</td>
</tr>
<tr>
<td>Judge you</td>
<td>All terrorists</td>
</tr>
<tr>
<td>Boring</td>
<td>They bathe in curry</td>
</tr>
<tr>
<td>Homophobic</td>
<td>Allah tells them to kill people</td>
</tr>
<tr>
<td>Think they’re better</td>
<td>Watch out for people with headscarves</td>
</tr>
<tr>
<td>God stoned people</td>
<td>Bin bag heads</td>
</tr>
<tr>
<td>People lie about being Christian to get into this country</td>
<td>Come over here for free rights but we can’t go over there and do the same</td>
</tr>
</tbody>
</table>

**Figure 15.** Examples of good and bad comments heard by Year Seven Wrexham pupils about Christians and Muslims
No Place for Hate

The majority of trainee teachers reported that they felt more people negatively judge, and are scared of Muslims following the so called “Islamic State” terrorist attacks in the past nine months (see Figure 16a and 16b). Most (92%) felt Muslim girls and women wearing religious clothing do not feel safe from discrimination. Muslim trainee teachers (2% of participants) state Muslim girls and women wearing religious clothes do not feel safe from discrimination.

Nearly half of all trainee teachers (44%) have witnessed Islamophobia behaviour. Incidents range from name calling, exclusion from groups and negative stereotyping, assuming all students with Asian or Middle Eastern background are Muslim thus terrorists.

Significantly, all trainee teachers placed in Cardiff, Monmouthshire, Powys and Carmarthenshire had observed pupils with anti-Muslim behaviour. Experiences included:

“Boys pulling off girls Hijabs.” – Cardiff Secondary Trainee Teacher.

“Racial slurs to Muslim pupils.” – Carmarthenshire Secondary Trainee Teacher.

“Use of derogatory terms and P word to Muslim children.” – Cardiff Primary Trainee Teacher.

Half of trainee teachers placed in Caerphilly, Flintshire, Ceredigion and Conwy had observed pupils with anti-Muslim behaviour, such as:

“Comments about Muslims being bombers or they should be banned from the country.” – Flintshire Secondary Trainee Teacher.

“Very negative discrimination and invasive questioning to any Muslim learner.” – Conwy Secondary Trainee Teacher.

“Pointing out Muslims and shouting “p***s” and “p**i-bashers.”” – Flintshire Secondary Trainee Teacher.

One in three trainee teachers in the Isle of Anglesey, Wrexham and Pembrokeshire and one in five Denbighshire trainees had observed pupils with anti-Muslim behaviour, for example:
"Pupils talking about how they should just nuke ISIS and Muslims.” – Isle of Anglesey Secondary Trainee Teacher.

“Pupils’ made statements all Muslims are terrorists and shouldn’t be allowed to enter Britain.” – Denbighshire Secondary Trainee Teacher.

“Some learners had the idea asylum seekers were all Muslims therefore terrorists.”- Pembrokeshire Secondary Trainee Teacher.

Overall, anti-Muslim behaviour has been witnessed across Wales by trainee teachers in both Primary and Secondary schools. All trainee teachers thought more needs to be done to educate those who do not practice Islam about potential Islamophobia. The majority (96%) of trainee teachers thought more needs to be done to help, safeguard, educate and support those who practice Islam about potential Islamophobia.

Show Racism the Red Card Wales: Teacher Survey

Teachers across Wales feel the most beneficial area of Show Racism the Red Card Workshop for their pupils would tackle racism towards religion, specifically Islam. Teachers report learners have the highest misconceptions and stereotypical attitudes towards religion (see Figure 7 on page 14.). Teachers’ state children and young people can have misconceptions and stereotypical attitudes towards Islam and Muslims (see Figure 18 and Figure 8 on page 14.).

“Muslim religion in particular.” – Swansea Secondary Teacher.

“A lot of Islamophobia.” – Powys Secondary Teacher.

“Islam - there is too much hatred towards Muslims at this time.” – Cardiff Primary Teacher.

One in five teachers state they have observed and reported racist incidents because of pupil’s religion; those who commented affirm Muslim pupils were victims. Teachers described incidents such as:

“Another pupil called a Muslim pupil 'ISIS' and asked them if they've brought a bomb to school.” - Cardiff Secondary Teacher.

“A pupil was picked on because she wears a scarf to cover her head.” - Swansea Secondary Teacher.

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Figure 17. Teacher’s opinion of the most beneficial area of a Show Racism the Red Card workshop

Figure 18: A screenshot of teachers’ comments about the religions, or nationalities, pupils had misconceptions and stereotypes towards.
“Name-calling about [Muslim] family being bombers.”- Newport Secondary Teacher.

“A case of a Welsh pupil calling a Syrian pupil ISIS repeatedly. The pupil was spoken to, the incidents recorded and the pupil’s parents informed. He also apologised to the Syrian pupil.”- Cardiff Secondary Teacher.

Racist incidents based on religion may not be limited to students for example a primary school teacher from Monmouthshire describes an instance where a pupil made inappropriate comments to a Muslim member of staff about their skin colour. A primary school teacher in Cardiff comments how Muslim children can have racial prejudices towards Roma children and bully pupils who they perceive to be “Godless”. In addition, a small minority of teachers (3) comment that racist bullying exists between Muslims, such as reports of non-Hijab wearing girls excluding Hijab wearing girls and vice versa.

Teachers noted pupils can make assumptions about others religion based on skin colour or nationality. A Newport primary school teacher reports a child telling another “You are not a Muslim you are white” when they were in the dinner line discussing Halal options. Furthermore, learners can negatively stereotype pupils they believe to be Muslim because of their skin colours and coin them as terrorists. A secondary teacher in Powys describes an incident following the Brexit vote… a Bangladeshi student was asked if he had a VISA and told he was in ISIS. Furthermore a Rhondda Cynon Taf secondary school teacher revealed “a pupil was called a Taliban because of their skin colour”. Adding to the overall conclusion that children and young people in the Welsh education system can have misconceptions and stereotypical attitudes towards Muslims. Pupils who follow Islam, or are perceived to follow Islam, can receive discrimination because of their belief.

Summary:

- Children and young people in Wales have a more negative understanding of Muslims compared to Christians.
- The majority (94%) of upper Key Stage 2 pupils’ state religious racism can happen towards Muslim pupils.
- Upper Key Stage 2 pupils reported that some of their peers think Islam is linked to ISIS. ISIS is linked to terrorism, so some pupils believe that Muslim learners are more likely to be terrorists.
- Young people have heard five times more bad comments about Muslims compared to Christians.
- The majority (97%) of young people have heard bad comments about Muslims with themes of fear, terrorism, killing, bombing and ISIS.
- The majority (92%) of trainee teachers felt Muslim girls wearing religious dress do not feel safe from discrimination.
- Nearly half (44%) of trainee teachers observed Islamophobic incidents towards Muslim pupils on their last placement.
- A small minority (2%) of trainee teachers are practicing Muslims.
- Teachers feel learners have the highest misconceptions and negative stereotypes towards religion, specifically Islam.
- Teachers feel the most beneficial Show Racism the Red Card workshop for their pupils would concern anti-religious racism education, specifically Islam.
- In the last twelve months one in five teachers have responded to/reported an Islamophobic racist incident.
- Teachers and upper Key Stage 2 pupils note learners can make assumptions about who follows Islam based on skin colour or nationality.
3.2. How do schools in Wales promote anti-racism?

3.2. a. Teaching anti-racism.

Show Racism the Red Card Wales: Teacher Survey

Nearly two thirds of teachers (64%) teach anti-racism in their school yet the majority of teachers (84%) have not received any training on how to teach anti-racism. Teachers describe a range of approaches used to teach anti-racism (see figure 19). One quarter explain anti-racism is taught within Personal and Social Education (PSE) or through Social and Emotional Aspects of Learning (SEAL). However, many teachers specifying anti-racism is taught through PSE and SEAL express that there is “limited coverage”. Comments included:

“It’s [anti-racism] done at a very low level, not consistently enough.” – Denbighshire Primary Teacher.

“Through PSE, but not as often as I would like.” – Torfaen Primary Teacher.

“In PSE it’s touched on but not successfully.” – Swansea Secondary Teacher.

“I do [teach anti-racism]. One other teacher also but no one else.” – Cardiff Primary Teacher.

“There is some [anti-racism] in PSE, but not enough”. – Swansea Secondary Teacher.

“Not as a specific lesson but discussed as part of SEAL.” – Monmouthshire Primary Teacher.

Figure 19: Percentage of approaches used to teach anti-racism
Positively a Newport Primary school teacher stated “We have used "Throwing Stones" very successfully with our Y6 children and also through SEAL across the whole school”. A Primary teacher in Bridgend added “We do great work within our school to combat racism. Only this week Key Stage Two focused on Nelson Mandela and Mohammed Ali.” In contrast a Vale of Glamorgan Primary school teacher stated “it depends on the class teacher. There is no coherent whole school approach.”

A small minority (6%) linked anti-racism to the value “tolerance” and described how values are taught through a whole school approach. For example a Bridgend Primary school teacher reported “We deliver values focussed lessons and promote one value per month, such as tolerance. We ensure children learn about the value and encourage them to display this behaviour.” However, those who used values did not specify how they taught anti-racism within the values.

A Cardiff Secondary school teacher mentioned they did “not personally [teach anti-racism] but through the ethos of the school.” A Caerphilly Secondary school teacher commented, “It’s not taught explicitly, but we encourage diversity, a world view and integrate pupils from other cultures successfully into our school.” Although both teachers’ teach anti-racism through their school ethos both have witnessed a pupil receiving discrimination about their skin colour. Their experiences are not isolated as nearly one quarter (23%) teachers indirectly teach anti-racism.

Examples included:

“Not taught explicitly but taught as a part of PSE.” – Cardiff Primary School Teacher.

“Discretely through PSE sessions.” – Newport Primary School Teacher.

“Not explicitly but it is taught via rules/policies/assemblies, etc.” – Conwy Primary School Teacher.

“Discretely, but not as a set topic.” – Vale of Glamorgan Pupil Referral Unit Teacher.

All Secondary school teachers and the majority of primary school teachers (85%) who reported an indirect approach to teaching anti-racism had experienced pupils being discriminated because of their skin colour, religion, nationality or culture. Moving from an indirect approach to a reactive approach, nearly one in five teachers (18%) state anti-racism is taught “when matters arise”. For example, a Neath Port Talbot Primary teacher commented, “if there is any kind of problem in a classroom I will take a lesson on this subject. Recently a pupil used the N word because he had heard it on T.V. and we did a lesson to explain why this word is so offensive.” Others added:


“We will have circle times if there has been an incident in our class or affecting our children.” – Cardiff Primary School Teacher.

“Not overtly, but racist language would be challenged.” – Rhondda Cynon Taf Primary School Teacher.

Some schools deliver anti-racism messages in anti-bullying work (3%) or assemblies (2%). Other Secondary teachers integrated anti-racism work within Religious Education (RE) (9%), English/Drama/Media (3%) or the Welsh Baccalaureate (3%). For example:

“With good teaching…frequent assemblies and good examples through Physical Education (PE) and RE lessons are especially effective.” – Merthyr Tydfil Secondary School Teacher.
“Through discrete topics in RE – i.e. the life and work of Martin Luther King, Equality and Injustice, the Holocaust, Islamophobia.” – Bridgend Secondary School Teacher.


“I am Head of Religious Studies and it is integrated into ours at both key stages.” – Neath Port Talbot Secondary School Teacher.

“We look at ethnicity representation in media studies.” – Monmouthshire Secondary School Teacher.

However, teachers point out that there are challenges when delivering anti-racism work. Figure 20 illustrates over half of the teachers feel a lack of resources; subject confidence and time are a challenge when educating pupils about anti-racism. Comments about resources included:

“Resources need to be focused and meaningful to those who are prejudice.” – Powys Secondary School Teacher.

“We cannot afford to copy glossy or well-spaced worksheets.” – Merthyr Tydfil Secondary School Teacher.

“It would be very helpful if we had resources at Key Stage One or Two to support our teaching.” – Bridgend Primary School Teachers.

Some teachers felt resources were available but are not discovered or utilised by all staff. For example a Blaenau Gwent Primary teacher commented “Some members of staff feel there is a lack of resources, but I have always used things that are found on the internet.” But a Gwynedd Secondary school teacher explains “There are resources available or that could be adapted but the confidence to tackle potentially difficult and controversial issues with pupils is something that many teachers have not yet developed.” Over half the teachers (52%) feel subject confidence and knowledge can be challenging:

“[We teach anti-racism] through drama mainly but staff are a bit nervous about the topic.” – Carmarthenshire Primary School Teacher.

“I’ve been trying to do this for years. I think it is of upmost importance. However, staff mostly avoid conversations about race, religion etc. for the fear of ‘opening a can of worms’.” – Cardiff Secondary School Teacher.

“I would say a lot of teachers either don’t have great subject knowledge or are afraid of challenging views.” – Cardiff Primary School Teacher.

“Breadth of subject knowledge and current examples needed in order to respond to pupils questions. Can be a very sensitive subject and need to be confident in leading the activities and responding to issues that arise in the sessions and beyond.” – Ceredigion Primary School Teacher.

The majority of teachers (70%) agree finding time to teach anti-racism is a challenge. A Swansea teacher adds “Secondary teaching leaves little time and rarely is a holistic approach taken.”
Whilst nearly two out of five teachers (39%) think the curriculum is a challenge when teaching anti-racism. A Carmarthenshire primary school teacher explained “It can be taught through Geography or RE or PSE. Often we are restricted by prescriptive schemes of work.”. Others added:

“Awareness does need to be raised, but our timetables are already so full that there is not the option to add in.” – Bridgend Secondary School Teacher.

“There is no more room in our curriculum for anything. We are at breaking point.” – Blaenau Gwent Primary School Teacher.

“I believe we miss out so much of what makes our pupils rounded individuals.” – Swansea Secondary School Teacher.

Significantly only one teacher felt there were no challenges when teaching anti-racism. Whilst other individuals pointed out they feel the main challenge is anti-racism not being seen as a priority:

“Not given high enough status/priority – easier and cheaper to ignore.” – Neath Port Talbot Primary School Teacher.

“Seen as a low priority.” – Newport Primary School Teacher.

“Lack of interest/not given priority amidst Literacy Numeracy Framework obsession.” – Conwy Primary School Teacher.

A Pembrokeshire Secondary teacher believes that “Teachers have enough to do to try and cover the current curriculum. We have to cover so many social issues which should be for parents to deal with.” Yet, nearly one quarter (23%) of the commenting teachers agreed additional challenges included prejudicial parental views being “imposed directly or indirectly on their children” with “preconceived ideas picked up from conversations had by parents.”

Whilst nearly two thirds of teachers teach anti-racism, significantly high proportions are not trained to do so. The majority of anti-racism education is taught discretely through other subjects, with in PSE or SEAL and as a reactive response to an incident. All but one teacher feel there are challenges when teaching anti-racism, time is the highest reported challenge. Subject confidence, resources and the curriculum also may restrict anti-racism education. Furthermore parental influence and preconceived ideas were highlighted as an issue.

### Summary:

- 2/3 teachers teach anti-racism in school, yet the majority of teachers (84%) have not received any training on how to teach anti-racism.
- Anti-racism is mainly taught through PSE or SEAL, or discretely/indirectly through other topics/subjects. Many teachers report there is limited coverage within PSE or SEAL.
- All secondary teachers and the majority of primary teachers (85%) who state anti-racism is discretely/indirectly taught in their school have witnessed racist incidents.
- 1/5 teachers educate pupils about anti-racism after incidents have happened.
- The majority of teachers (70%) feel there is not enough time to fit in anti-racism work.
- Half of teachers feel there is a lack of anti-racism resources available.
- Half of the teachers feel subject confidence is a challenge when teaching anti-racism.
- 2/5 teachers feel the curriculum is a challenge when teaching anti-racism.
- Some teacher’s state anti-racism is seen as a low priority.
- A minority of teachers feel parents should educate children about anti-racism; however other teachers point out prejudice views may come from home.
3.2. b. Recognising and responding to suspected racist incidents.

Show Racism the Red Card Wales: Teacher Survey

Two-thirds of teachers feel confident recognising all incident of racial discrimination in the classroom; whilst one in three do not. Some who did not feel confident commented:

“Sometimes it is difficult to distinguish between ‘banter’ / friendly teasing and serious racial discrimination.” – Carmarthenshire Secondary Teacher.

“I think racial discrimination can go ‘under the radar’ in schools. I would not necessarily know it was going on unless a pupil mentioned it or it was reported by an adult who witnessed it.” – Rhondda Cynon Taf Primary Teacher.

Some teachers who felt confident recognising racial discrimination mentioned previous training or experiences outside of school had assured their confidence. For example:

“I am very culturally aware and have direct experiences via friends, acquaintances and colleagues of the nature and sensitivities around aspects of differences between cultures.” – Caerphilly Secondary Teacher.

Other teachers mentioned problems understanding what a racist incident is. For example:

“There have been disagreements on what is a racist incident. This could be due to lack of training.” - Swansea Secondary Teacher.

“Sometimes it is difficult to explain to staff that an incident is racist.” – Cardiff Secondary Teacher.

Despite two-thirds of teachers feeling confident recognising racial discrimination in their classroom, two-thirds do not feel well trained or confident supporting and dealing with victims of racial discrimination (see figure 21). A mixture of comments described contrasting experiences and knowledge of procedures:

“Not sure of the correct paths to take offering internal support!” – Neath Secondary Teacher.

“ Wouldn’t know the proper procedures in Wales.” – Carmarthenshire Secondary Teacher.

“Not well trained but hopefully experience and common sense would make me effective.” – Swansea Secondary Teacher.

“I would use common sense and our anti-bullying and anti-racism policies.” – Powys Primary Teacher.

“What can I say? How am I allowed to handle it?” – Bridgend Secondary Teacher.

Figure 21. Percentage of teachers who feel well trained and confident (yes) or not (no) when supporting and dealing with victims of racial discrimination.
“Other than trying to be kind, I wouldn’t know what the procedures were.” – Ceredigion Secondary Teacher.

“Only from previous career in the police though but would be unfamiliar how to follow it up without my old police powers.” – Gwynedd Primary Teacher.

More teachers (6% increase) did not feel confident and well trained when supporting and dealing with perpetrators of racial discrimination (see Figure 22) compared to responding to victims of racial discrimination. Comments included:

“I could deal with it at classroom level but would not know how to provide further support.” – Caerphilly Secondary Teacher.

“Would like to know about LA guidance.” – Bridgend Primary Teacher.

“Not too much emphasis in Wales it would appear.” – Carmarthenshire Secondary Teacher.

“I think I would feel threatened myself, and I don’t know what I would be expected to say.” – Ceredigion Secondary Teacher.

“Knowing what to say to the pupils. Explaining certain language is inappropriate and saying why but pupils just laugh.” – Rhondda Cynon Taf Secondary Teacher.

In addition two teachers felt dealing with perpetrators family beliefs can be difficult:

“Not as confident as treating a victim as I’m aware it could involve a deep rooted family opinion.” – Gwynedd Primary Teacher.

“Sometimes the comments/attitudes come from home and this can be very difficult to deal with.” – Neath Primary Teacher.

However, one confident Cardiff Primary teacher described how their school managed perpetrators, “positive behaviour management and a no-blame culture are ingrained in the staff – we look to stop and move on – the harm is done, what we all can do to stop this behaviour happening again?.” Yet, a significantly high proportion of teachers do not feel confident or well trained to support and deal with victims or perpetrators of racial discrimination.

Summary:

- 1/3 teachers do not feel confident recognising racism in the classroom.
- Some teachers feel staff do not know what a racist incident is, or how to distinguish between “friendly banter” and serious incidents.
- 2/3 teachers do not feel well trained or confident when supporting and dealing with victims or perpetrators of racist incidents.
- There is a difference in knowledge about anti-racism procedures and policy across Wales.
3.2. c. Reporting and following up suspected racist incidents.

Teachers were asked if they felt well trained and confident when sourcing and filling out racial discrimination incident report forms for Senior Staff and the Local Authority. Nearly seven out of ten teachers reported they did not feel well trained and confident (see Figure 23). A Powys Secondary teacher felt “teachers spend huge amounts of times filling in forms” noting filling out incident forms was “not a general teachers job”. Furthermore, two teachers commented that their Senior Management Team would lead this procedure. Yet one Neath Primary school teacher added that even though they had “not had to do personally, as school’s responsibility” they were “not confident this is done in many cases.”

A Cardiff Primary school teacher noted Local Authority targets can prevent reporting of incidents:

“The problem is political – the higher up the chain of command you go the fewer people/roles want such matters recorded – I’ve been asked, “are you sure you want this recorded as a racist incident” far too many times, the culture needs to change higher up…the pressure the authority puts on schools to reduce the number of reported/recorded incidents and reduce exclusions – the data is more important than what is happening in our playgrounds.”

Similarly seven out of ten teachers reported they did not feel well trained and confident when following up incident of racial discrimination with parents and Senior Staff (see Figure 24). For example two Neath Port Talbot Primary teachers felt they were not confident due to lack of procedural clarity within their Local Authority:

“No - Need to know more about Local Authority guidance.”

“No – without a very transparent policy and procedures to follow, always made to feel there is not really a problem, or if there is it is just with that individual person, but for any individual facing racism in any form, it is huge and doesn’t just go away with time and it probably is happening elsewhere in the Local Authority.”

Another Neath Primary teacher noted that they were unsure of the outcome after reporting incidents stating they “Often wonder about the long term effects for the pupils involved as after reporting I’m not sure what actions were made.”
Others felt unconfident following up racist incidents with families due to feeling uncomfortable with the subject, disbelieving parents or parents who have their own racial prejudices. When discussing difficulties when reporting and following up racist incidents additional teachers have highlighted how lack of parental support or parents perceptions of schools responses to incidents can be a problem. Examples included:

“No – Particularly if needing to discuss religious/ skin colour issues with a family.” – Monmouthshire Primary Teacher.

“No – Parents of the “aggressor” often become defensive/ disbelieving.” – Neath Port Talbert Primary Teacher.

“No- Parents are more likely to have made overt racist comments than their children in my experience.” – Monmouthshire Pupil Referral Unit Teacher.

However, the majority of teachers who felt confident following up racist incidents with parents and Senior Staff who provided additional comments attributed confidence to trusting their Senior Staff. For example:

“Yes – I would feel confident that our senior staff would handle the situation along with myself.” – Swansea Secondary Teacher.

“Yes – I trust senior management at school and would know that I have their support.” – Ceredigion Secondary Teacher.

Some teachers who did not feel confident or well-trained highlighted that they felt it was not their job to follow up incidents with parents or senior staff. Other difficulties included victims of racial discrimination not wanting to have incidents reported such as:

“People not wanting me to report formally, but I did it anyway.” – Blaenau Gwent Primary Teacher.

“There have been times when pupils have told me about incidents but they have not wanted me to report them because they think it will make the situation worse. On a couple of occasions I have suspected incidents but I have not had a clear procedure to follow.” – Flintshire Primary Teacher.

The majority of teachers (7/10) feel unconfident and not well trained to report and follow up suspected racist incidents. Few teachers reported sound knowledge of local authority procedures however those with trustworthy senior staff were more confident and well trained. Issues included difficulties with parents and victims themselves as well as lack of clarity on how reporting racist incidents is beneficial to victims.

Summary:

- The majority of teachers (69%) do not feel well trained or confident when sourcing and filling out racist incident forms for senior staff or the Local Authority.
- The majority of teachers (70%) do not feel well trained or confident when following up racist incidents with senior staff or parents.
- Teachers who felt confident when sourcing and filling out racist incident forms and following up racist incidents with senior staff and parents trust their senior staff.
- Teachers can be unsure of the outcomes and benefits of reporting racist incidents.
- Some pupils ask teachers not to report racist incidents.
3.3. How can anti-racism be improved in the Welsh Education System?

3.3. a. Improving teacher training.

Show Racism the Red Card Wales: Teacher Survey.

Only a small minority (17%) of teachers have received anti-racism training yet nearly all (99%) teachers’ feel anti-racism training would benefit their teaching and pupils. However, one teacher stated “I am concerned about when training could happen so clear guidance eg. Flow chart approach might be most useful.” Some teachers felt training needed to be tailored to specific year groups or needs:

“Advice on early years specifically.” – Cardiff Primary Teacher.

“Our school is for pupils with Behavioural, Emotional and Social difficulties so staff could be concerned about the level at which to pitch the information and pupils responses to this.” – Bridgend Special Needs Teacher.

Teachers’ highlighted different areas of training could help them deliver anti-racism education. Nearly half (47%) of teachers report training on terminology would be helpful and two in five teachers feel training on how to discuss current affairs with learners would be beneficial. In addition half of the respondents believed training on how to offer counter narratives to pupils’ thoughts would be valuable. Three in five teachers’ state further training on how to source and use anti-racism resources and learning about anti-racism as a whole school approach would benefit their teaching.

A higher proportion of teachers stated they thought training on recognising; responding to, reporting and following up racist incidents would be beneficial. A teacher “I would absolutely welcome training on how to respond to, report and follow up suspected incidents of racial discrimination.” Over half (55%) of teachers report training on recognising racism in the school would be advantageous. Whilst significantly the majority (70%) of teachers feel training on how to respond to racism in the school would be beneficial. Furthermore half of teachers’ state training on reporting racism and nearly three in five teachers feel training in following up racial discrimination incidents would be beneficial. Some teachers feel other staff, including teaching assistants and midday supervisors, are not aware of what racist incidents look like and need to be trained. A Cardiff Primary teacher states “All school staff regardless of their position should have to undertake [anti-racism] CPD training.”

Summary:

- Nearly all (99%) teachers’ feel anti-racism training would benefit them.
- Some teachers feel other staff including teaching assistants, senior staff and midday supervisors are not aware of what racist incidents look like and need to be trained.
- Nearly half (47%) of teachers state training on terminology would be beneficial.
- 2/5 teachers feel training on how to discuss current affairs with learners would be beneficial.
- Over half (55%) of teachers report training on recognising racism in the school would be beneficial.
- The majority (70%) of teachers feel training about how to respond to racism in the school would be beneficial.
- Half of teachers’ state training on reporting racism would be beneficial.
- Nearly 3/5 teachers feel the following training would be beneficial: following-up racial discrimination incidents, anti-racism as a whole school approach and sourcing and using anti-racism resources.
3.4. b. Improving anti-racism education.

#SayNoToRacism

Consulted children were asked how they thought schools could help tackle racism. They felt raising awareness and learning about racism and anti-racism was very important and offered many ideas about how to do so (see Figure 25). The most popular idea was to have anti-racism lessons and events in school. Suggestions ranged from having Show Racism the Red Card workshops, anti-racism days as well as more regular anti-racism lessons.

![Figure 25. Number of children’s different ideas to tackle racism in their school](image)

Learner’s state:

“I think we definitely need this, a Show Racism the Red Card workshop, and to talk about it, as people think that racism is a joke and people think it’s not upsetting but really in the long term it is a worry.” – Year 5 Pupil.

“We should have days in school where we do activities about racism and talk about what we can do to stop it, what it is, and why it is wrong.” – Year 6 Pupil.

“Showing the school that racism is not good by having lessons, if a kid is bullied we can help them and who did it by giving them lessons saying racism is not good.” – Year 5 Pupil.

“To learn about racism but not like once, all the time.” – Year 5 Pupil.

“A racism day with activities with acting and learning words.” – Year 6 Pupil.

Other popular ideas focussed around raising awareness, such as making posters or videos to share around the school, community as well as social media. Ideas included:

“I think we should do a project where we stop children from being racists, like posters we can stick around the school to show it’s not nice to do.” – Year 6 Pupil.
“Anti-racism is not shown enough, by helping we should put posters around the school, post things on YouTube and maybe write posters with experiences of how people have felt when it has happened to them.” – Year 5 Pupil.

“We could make special videos for Show Racism the Red Card YouTube channel as it will help more people trust what we are saying.” – Year 5 Pupil.

“You could make a video to the school, with pupils acting, showing what like actually happens. Do an iMovie where we can import videos and pictures, the digital leaders, and a voice rake over it using a story.” – Year 6 pupil.

“We could do our own projects and tweet them and put them on our website, then we could do posters to support the work and link Show Racism the Red Card into it.” – Year 5 Pupil.

Pupils also mentioned running fundraising events for Show Racism the Red Card and included involving community members. One child suggested an anti-racism parade to raise awareness and another Year 5 thought a charity football event for pupils would be a success. However, some students’ highlighted learners are exposed to racism at home through parent’s ideas, social media and the television. They thought it was important that school or Show Racism the Red Card helped parents as well but had concerns. For example:

“[Pupils discussing racist terminology in songs and games] …The school should send out a letter to parents to make sure they know what they can and can’t watch on social media and YouTube so they are not watching things they shouldn’t understand, something can come up and they can press it and parents don’t even know they are watching.” – Year 5 Pupil.

“Maybe we should do Mum and Dad and children Show Racism the Red Card workshops but the problem is even if parents say yes, when the teachers go they might say I don’t care what you do, a lot of parents are like that…not understanding how important it really is.” – Year 5 Pupil.

Students also raised the issue that some learners may not even know what racist language and behaviour is and felt clearer rules and consequences were needed for all pupils. Many students said it was good to talk about racism and actually understand why you could and could not say or do certain things. The majority of students who had experienced racial discrimination discussed how they felt telling other people how they felt about racist incidents would help others not discriminate against others:

“If someone was being racist to an individual, that individual should be sat down and told the consequences and made aware of how it makes other people feel.” – Year 5 Pupil.

“We should have a video about racism and how people feel about it happening again and again.” – Year 6 Pupil.

“We need to show people how we feel, if we share our feelings then they can start spreading the word about Show Racism the Red Card and hopefully in the future there will be no such thing as racism.” – Year 5 Pupil.

Pupils also pointed out the importance of educating younger children about racism:

“We should do more workshops, especially with the younger children so they can grow up and say no to racism.” – Year 5 Pupil.
“We could talk to the young ones, the whole school should here, the little ones may do it as they don’t understand so need to learn. If they don’t understand that makes it more reason we should talk about it so we should still at least warn them then they know what to do, they know right and wrong already!” – Year 5 Pupil.

Assemblies were mentioned as a platform for ant-racism education, some participants felt that they assemblies should be run by pupils.

“We should make an assembly to inspire people if they want to learn more.” – Year 5 Pupil.

“Make a fun assembly to explain.” – Year 6 Pupil.

“We could have a big talk and assembly where we talk about things we have learned and we should make a power point to explain.” – Year 5 Pupil.

However some students thought assemblies may not be effective,

“In assembly they might not listen, in class they will listen, but they should learn to listen …. We could have a meeting where there is a group at a time going into each class maybe in a certain room and they have a talk about racism.” – Year 5 Pupil.

Most participants felt that pupils should have input into tackling anti-racism in their school, more of their extra-curricular ideas are discussed in the next section.

Show Racism the Red Card Wales: Teacher Survey

The majority (90%) of teachers feel anti-racism should be part of the curriculum. A Cardiff Primary teacher reports “It is the biggest challenge facing this country and its young people today. The far right is certainly on the rise, mainly through a lack of education.” A Secondary teacher from Conwy added, “Absolutely, teaching our teenagers acceptance is a vital part of their education in preparation for life in the wider world.”

As discussed in Section 3.2.a. racism is rarely taught directly and many teachers feel there is limited or not enough coverage of the topic. Many primary and secondary teachers state anti-racism should be mandatory within PSE or RE. Comments included:

“It should be included as standard within the PSE Curriculum.” – Bridgend Special Needs Teacher.

“As part of a PSE RE programme but not as a subject.” - Powys Pupil Referral Unit Teacher.

“Through PSE and Global Citizenship.” – Caerphilly Primary Teacher.

Some teachers’ specify anti-racism should be directly taught, for example:

“I absolutely think it should be. Not only do I think it should be integrated into the curriculum, I think it should be directly taught and it should be mandatory.” – Flintshire Primary Teacher.

“In my experience, integrating topics such as this can dilute their impact.” – Vale of Glamorgan Primary Teacher.

Yet, other teachers note how representation of all cultures and ethnicity should be incorporated into their resources and work, not directly through an anti-racism lesson. For example:
“We should take care to include examples of people from all cultures and walks of life when creating resources or devising examples.” – Caerphilly Secondary Teacher.

“This should be made part of a natural process. For example in Art and Design we ensure we use artists and movements of varied cultures and ethnicity; however we do not make a big deal about it. It just opens their minds and experiences in a very natural way.” – Pembrokeshire Secondary Teacher.

Whilst some Primary school teachers added anti-racism can be successfully incorporated within a school's ethos and values. Examples include:

“Tolerance should be the focus. Our school is very integrated with the vast majority of pupils appearing to be totally “colour blind”.” – Denbighshire Primary Teacher.

“We cover this in our general practice and in assemblies in the form of accepting and celebrating everyone's differences and being respectful to people who come from different cultures.” – Neath Primary Teacher.

“Treating all staff and pupils with mutual respect and tolerance is part of the general ethos of the school.” – Cardiff Primary Teacher.

Many teachers' feel external visitors should teach anti-racism in their school.

“I think that specialist agencies should deal with it, rather than staff delivering such an important issue in a subject such as PSE after little or no training.” – Swansea Secondary Teacher.

“Dealt with by visitors to the school.” – Cardiff Primary Teacher.

“Experts should deliver it and it could be backed up across the curriculum.” – Powys Secondary Teacher.

“It is always more powerful when these messages are enforced by other adults and organisations. Particularly with Show Racism the Red Card, there were personal stories to be told with real people, not teachers!” – Cardiff Primary Teacher.

Furthermore the majority (93%) of teachers think their pupils would benefit from an external Show Racism the Red Card workshop. Teachers whose learners have received a workshop reported:

“We have had one previously and it was very beneficial, especially as we are a small very rural school with no ethnic minority pupils.” – Powys Primary Teacher.

“These are fantastic sessions.” – Blaenau Gwent Primary Teacher.

“I have attended the workshop...the pupils thoroughly enjoyed it and learned a great deal.” – Denbighshire Primary Teacher.

“I attended one with a group of year 9 pupils, and it was excellent.” – Neath Port Talbot Secondary Teacher.

“These workshops are so beneficial and we as a school rely on these workshops in upper KS2.” – Caerphilly Primary Teacher.

“They create the opportunity for some open dialogue about society and life experiences which are not directly linked to the curriculum and teaching.” – Cardiff Primary Teacher.
Although the majority of teachers agree anti-racism should be integrated into the curriculum there are mixed views on how this should be done, where it would fit in the curriculum, who should be responsible for delivering the lessons and how effectively it can be taught through school ethos and values. In addition, a minority of teachers expressed uncertainty about whether or not anti-racism would explicitly be part of the upcoming ethical citizen’s curriculum changes in Wales.

3.3. c. Children’s ideas to improve anti-racism outside of the curriculum.

#SayNoToRacism

Upper Key Stage 2 children felt more advice around the school for victims of racial discrimination should be available. Some wanted a safe reporting box to be made so they could anonymously post any incidents they have witnessed or been subjected to.

“We could make a post box in the school and if anybody has had racism they post it in the post box and it gets checked every day and if there is anything in there it has to be dealt with as soon as possible.” – Year 6 pupil.

“I think in every classroom there should be a box that we can put our thoughts in, or if we know something has happened to someone else we can write about it. You should not be scared or ashamed to write about it.” – Year 5 pupil.

Participants also would like specialist individuals to talk to victims about how they are feeling and to work with perpetrators as well. For example:

“There should be a group of people they (victims) can talk to about their feelings and experiences.” – Year 5 pupil.

“In our school we have a thing called place to be. If you are feeling sad and people are being racist you should never be shy, just tell them and expose the bullies to the place to be people and they will sort them out. We should have Show Racism the Red Card people in to help us deal with it.” – Year 5 pupil.

Every group of children thought there should be a pupil led anti-racism group or council to help tackle racism in their school. Ideas included:

“Head Girl and Head Boy could teach others with Show Racism the Red Card.” – Year 6 Pupil.

“The School could make and equality council and assembly.” – Year 6 Pupil.

“We need anti-racism captains who do posters and advert and stop people and help anyone anytime.” – Year 6 Pupil.

“We should have a racism council which prepares everyone, like the eco council but for racism!” – Year 6 Pupil.

“We could do a campaign to show people to think about racism with pupil leaders running it.” – Year 5 pupil.
“We should have an equality council to make sure everyone knows about racism and what is right and wrong.” – Year 6 Pupil.

“Children can be councillors and if they see any racism they can hold up a badge with a card. A red card means stop if they are doing something bad but green for when they are doing something good.” – Year 5 Pupil.

Overall upper key stage two learners feel a lot more can be done in school to help promote anti-racism. They feel students should lead anti-racism projects and run councils to raise awareness of anti-racism. In addition pupils want to enforce racism rules and consequences across the school.

Summary.

- Upper Key Stage Two pupils feel clear rules and consequences about racism should be enforced by pupils in their school.
- Upper Key Stage Two pupils’ state there should be safe places to report racist incidents and trained adults to help victims and perpetrators of racist incidents.
- Upper Key Stage Two pupils report there should be equality or race councils run by children with the help of teachers. The councils would be in charge of raising awareness of anti-racism, ensuring there is a zero tolerance attitude towards racist bullying and teaching others about racism in assemblies and class time.
4. Recommendations

1. Embed anti-racism in to the school curriculum and ethos.
   - Anti-racism should be embedded and directly taught in the new primary and secondary curriculum.
   - Each school should develop a pupil led Race or Equality Council.
   - Every school should have a whole school approach to equality, respect and tolerance.

2. Improved reporting of racist incidents.
   - There should be an evaluation into the current racist incident reporting system in each Local Authority.
   - Clear guidance should be produced on the process and outcomes of reporting racist incidents.
   - Schools should have support systems in place for victim and perpetrators of racist incidents.

3. Mandatory anti-racism school staff training.
   - It should be mandatory for all school staff to undertake anti-racism training as part of their ongoing continual professional development. This should include training on how to recognise, respond to, report and follow up suspected racist incidents.
   - It should be mandatory for trainee teachers to undertake anti-racism education training as part of their Post Graduate Certificate in Education.
   - All qualified teachers should have access to anti-racism education training.

4. Further research.
   - Future research needs to further investigate how racism is experienced, evaluate how anti-racism is taught and how anti-racism can be improved in the Welsh education system.