



**LEADERS
UNLOCKED**

THE STUDENT COMMISSION ON RACIAL JUSTICE

**A PLATFORM FOR YOUNG PEOPLE'S
VOICES ON RACIAL JUSTICE**

**FINAL REPORT
OCTOBER 2022**



WELCOME FROM THE STUDENT COMMISSION

My name is Khalisah, I'm 19 years old and a member of the Student Commission on Racial Justice. I originally chose to get involved in the Student Commission as I have experienced racial injustice on various occasions in my life and this has been shocking to me. As a young, Asian Muslim girl I take pride in living in a 'forward-moving' nation but backward habits like this still occur.

This report outlines findings from over 2500 responses we received via an online survey and face-to-face interviews. It explores the personal opinions and experiences of young ethnic people in various sectors such as, education, employment, health and policing.

Nearly half of the respondents from minoritised ethnic groups believe that the types of jobs available to them are affected by their ethnicity or race. Young people feel that they are held back from achieving their full potential and this is having a damaging effect on their mental health. I believe young people from minoritised ethnic groups shouldn't feel held back by the colour of their skin and they shouldn't feel scared of being judged by their race. Employers should see beyond the difference in our appearance, to see the true potential of all young people.

Over half of the respondents from minoritised ethnic groups believe that they are more likely to be targeted by the police because of their ethnicity or race. The police don't make these young people feel safe, instead many feel personally targeted due to their skin colour. Biased stereotypes still exist and young people from minoritised ethnic groups can feel intimidated or even threatened at times.

Hundreds and thousands of young people struggle every day because of racism. Although many have spoken about their experiences and struggles to us, there are still many more experiences unwritten.

The Student Commission on Racial Justice aims to bring about awareness of the daily struggles faced by young people from minoritised ethnic groups. We want to continue our dialogue with stakeholders and push for improvements within different sectors of our society. Our ambition – to create a better and safer environment for young people.

Finally, I would like to thank the partnering colleges, Student Commissioners and Leaders Unlocked, who have committed their energy and effort into this movement. I feel hopeful that by continuing our work on the Student Commission on Racial Justice we are bringing about change.

Thank you for reading our report!

Khalisah, Student Commissioner, New City College

INTRODUCTION

RECRUITING STUDENT COMMISSIONERS

The Student Commission on Racial Justice provides a powerful platform for thousands of young people across the country, giving them a collective voice on racial justice in England.

Initially launched in November 2020 in response to the global Black Lives Matter movement, the Student Commission on Racial Justice is a student-led initiative which generates insights and solutions to challenge racial injustice in England.

From the beginning, the project has aimed to:

- Provide a platform for students to work collectively to tackle racial injustice through social action.
- Explore young people's experiences across four key areas: education, employment, health and policing and criminal justice.
- Develop recommendations to challenge racial injustice and disseminate these in a final report and stakeholder event.
- Engage the wider college community in open conversations about racial justice and allyship.

In the Student Commission's first year (2020–21), Leaders Unlocked collaborated with 10 pioneering colleges from across the country, to create a platform for students to work collectively to tackle this priority through social action. In its first year, the Student Commission reached over **2,500 young people** to understand their experiences of racial inequality in society, publishing its first report, *"Young People's Voices on Racial Justice"* in June 2021.

Now in the Student Commission's second year (2021–22), Leaders Unlocked has partnered with **11 leading colleges** from across the country, **recruiting 43 of their students** who are passionate about racial justice in England to continue this essential work. This year's partnering colleges are: Barnsley College*, The Bedford College Group, Birmingham Metropolitan College*, City College Norwich, DN Colleges Group, Kirklees College*, Leyton Sixth Form College*, London South East Colleges*, Long Road Sixth Form College*, New City College* and The Sheffield College*. (* denotes colleges that also took part in the Student Commission in 2020/21)

The project has taken a **youth-led** approach at every stage. Student Commissioners have co-designed the peer research, analysed the data, identified the project's findings and recommendations, and presented the results to stakeholders.

The Student Commission on Racial Justice is delivered by Leaders Unlocked. Leaders Unlocked is a social enterprise that exists to allow young people to have a stronger voice on the issues that affect them. Leaders Unlocked works across the societal areas of education, employment, health, policing and criminal justice to help organisations involve the people who matter and shape decision-making for the better. For more information, please see www.leaders-unlocked.org

ABOUT THIS REPORT

This report has been co-produced by Leaders Unlocked and the Student Commissioners. It is based on evidence gathered from **2558 young people** aged **16–25 across** England. Each section includes the key findings from this evidence, as well as quotes¹ from the young people involved and some comparative data that looks at whether there is evidence of progress in the year since the previous report. The final part of the report outlines the recommendations that the Student Commissioners have identified for the education, employment, health, policing and criminal justice sectors.

During this project, the UK Government introduced the new Police, Crime, Sentencing and Courts Act into law, after months of debate, protest, and collective concern from criminal justice and race equality organisations. The new legislation, which came into effect in April 2022, includes measures that clampdown on public protest, introduce sweeping new powers for the police and criminalise aspects of the Gypsy, Roma and Traveller communities' way of life. It is widely acknowledged that this legislation will have the most negative effect on communities that are already the most over-policed, and suffer the most consequences from this, in particular young Black men. The Government itself has acknowledged that the new law will have a disproportionate impact on people from minoritised ethnic groups and there is 'limited evidence' that the measures included would actually reduce crime.² In this context, now more than ever, it is vital that the voices of young people from minoritised ethnic groups are promoted and given a platform, so that they can take part in the policy and decision-making processes that affect their lives, families and futures.

Like the Student Commission's previous report, this report is intended to provide an unmediated record of what young people have told us through the Student Commission process. It is also intended to be the starting point for further thought and action on the part of decision-makers and professionals working in relevant sectors.

TERMINOLOGY

In this report, we refer to specific ethnic and/or minority groups by name where possible and avoid using broad collective term unless we have to. While we are aware that no collective term works for everyone, and we recognise that broad collective terms can be othering and harmful in themselves, there are places in this report where we do need to talk in broader terms. This is because we are referring to inequalities experienced by a range of people of different races and ethnicities in our structurally racist society. The Student Commissioners have chosen not to use the acronym BAME in this report (until very recently – March 2022 – BAME was the Government acronym used to categorise Black, Asian and minority ethnic people together). Instead, where we do need to use a collective phrase, the Student Commissioners have chosen to use the term 'minoritised ethnic groups'.

¹In order to promote the voices of the young people at the centre of this research, we have used verbatim quotes where possible. However, we have edited some quotes, where necessary for clarity.

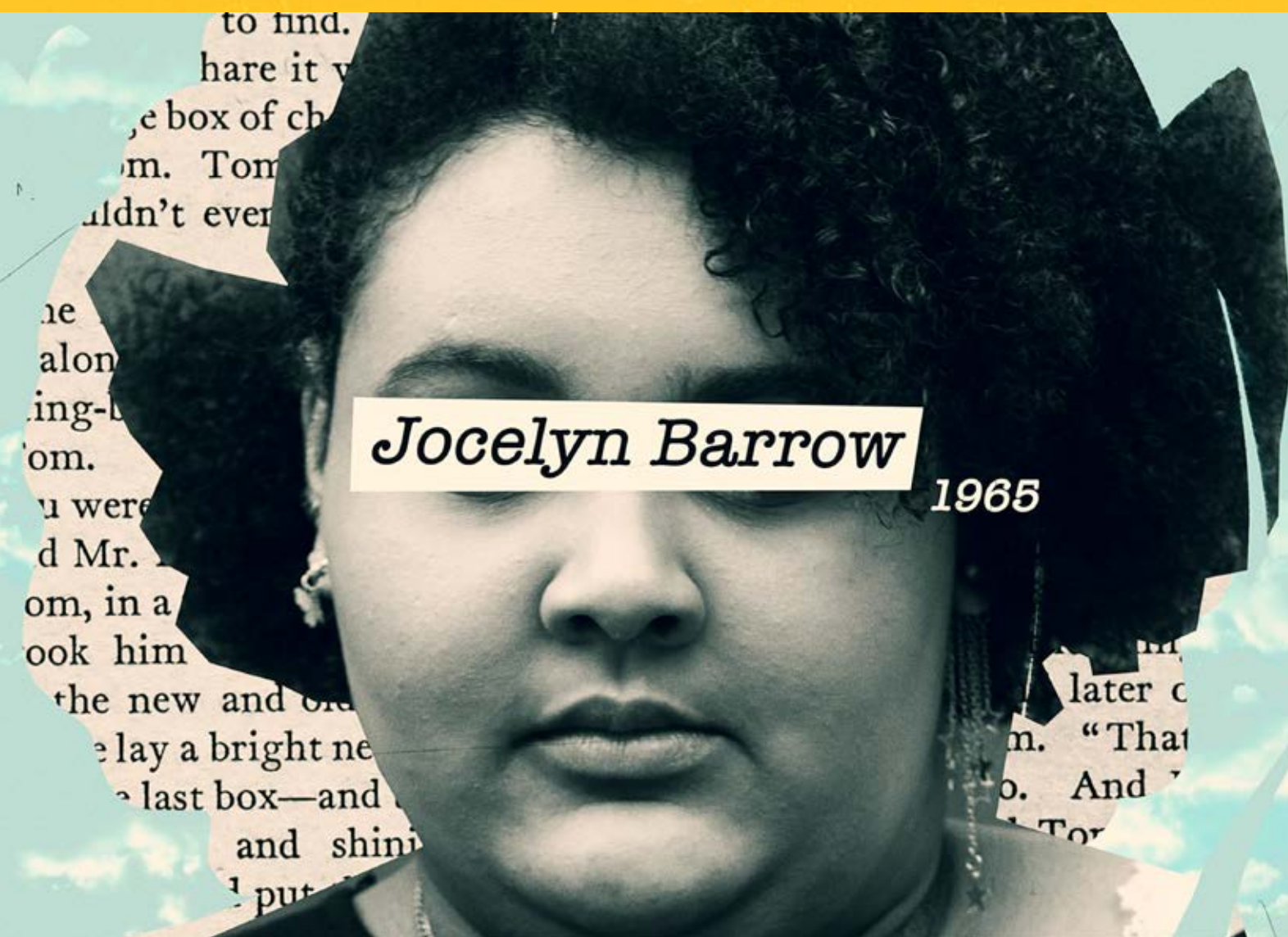
²For further information, see the Criminal Justice Alliance's open letter to the Prime Minister (March 2021) <https://www.criminaljusticealliance.org/blog/coalition-warns-new-policing-and-sentencing-bill-will-deepen-racial-inequality/>, Liberty's review of the legislation (March 2022) <https://www.libertyhumanrights.org.uk/issue/the-policing-bill-what-happens-now/> and the following Government publications on the disproportionate impact of the new measures <https://www.gov.uk/government/publications/police-crime-sentencing-and-courts-bill-2021-overarching-documents/overarching-equality-statement-sentencing-release-probation-and-youth-justice-measures> and the limited evidence of their impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918191/overarching-impact-analysis.pdf



“

Judge me not by the colour of my skin...

”



WHAT WE DID

The Student Commission on Racial Justice 2021–2022 undertook the following key stages of work:

RECRUITING STUDENT COMMISSIONERS

From November 2021, we recruited **43 students**, from the 11 participating colleges via a two-stage process. Students completed an accessible application form followed by telephone interview with Leaders Unlocked for shortlisted candidates. All candidates were asked to have a member of college staff supporting their application.

93% of the Commissioners are from minoritised ethnic groups and they study a wide range of subject areas. The group includes young people in the care system, with disabilities, who are LGBTQ+ and, with mental health conditions. Six of the existing Commissioners from 2020–21 successfully re-applied and took part in the project for a second year.

The group was guided by **peer facilitators from minoritised ethnic groups**, who were recruited through Leaders Unlocked's existing networks and include former Further Education students.

CO-PRODUCING THE PROJECT

The Student Commission met as a whole group, face-to-face, twice over the course of the project. Meetings were held at the weekends so that students on the project did not miss lessons at college. We also held regular whole group and sub-group meetings online focussing on specific elements of the project, attended by smaller groups of Commissioners.

CONDUCTING THE PEER RESEARCH

In the first year of the project, we supported Student Commissioners to design the peer research tools. For this second round of research, we supported this year's Student Commissioners to review the methodology previously used and update the research questions where appropriate, to achieve a deeper, up to date level of insight into the issues.

The group decided to take broadly the same approach as the previous year, using an online survey and face-to-face interview questions. The online survey had **29 questions**, including a mix of quantitative and qualitative questions. The face-to-face interview had 10 questions and aimed to achieve depth and openness in the conversations. In both the survey and interview framework, there were some new questions, as well as questions repeated from last year. This approach allowed the Commissioners to gain fresh insights, as well as analyse year on year progress in certain areas. This year, the Commissioners also gathered information that allowed them to compare and identify trends in the experience of students at primary school, secondary school and college.

Please see Appendix 1 and Appendix 2 for a copy of the questions.

These methods were easily deployable in all colleges and enabled the Student Commissioners to reach the maximum number of students – the survey was quick and simple to complete on mobile devices, and the one-to-one interviews could take place face to face or online.

SKILLS TRAINING

Leaders Unlocked provided Commissioners with skills training to enable them to be successful in their role and to support them with their personal development. This training incorporated a range of skills including conducting **interviews, active listening, presenting, public speaking, and debating.**

CONDUCTING THE PEER RESEARCH

The online survey was launched on **22nd February** and was open for six weeks until **5th April**. Over this period, the online survey generated **2,473** valid responses from young people aged 16–25. We had invaluable help from the 11 colleges who shared the survey with their students.

We received valid survey responses from young people across England. Respondents were all aged **16–25** and came from a diverse range of backgrounds and communities.

- **26%** identified as Black, Asian, or Ethnic Minority
- **17%** identified as LGBTQ+
- **9%** identified as having disabilities
- **2%** said they had criminal justice experience

Commissioners conducted face-to-face interviews in February and March 2022 with friends and family members. Through this method, they reached an additional **85** young people aged 16–25 years.

DEVELOPING OUR FINDINGS AND RECOMMENDATIONS

We organised the peer research results in an accessible format so that the Student Commissioners could analyse and interpret the results. We worked with the Student Commissioners to co-produce this report, which is based on the insights they have gathered and their own experiences.

In March 2022, we held an analysis session with the Commissioners to look at the findings. In May 2022 Commissioners worked together to develop and agree the most important recommendations to put forward.

COLLEGE ENGAGEMENT, EDUCATION PACKAGE AND ANIMATION

In January 2021, we brought the Student Commission together for a creative session, to design the concept for a short animation, student workshop and materials for the colleges to use as educational tools. The animation '**Speak Truth To Power**' explores the historical fight for racial justice and the action that still needs to be taken. Viewers are presented with racial justice activists that have come before us to pave the way for equality, whilst also shining a light on the racial injustice experienced today by young people from minoritised ethnic groups.

We invited college staff to attend an online presentation where the Student Commissioners presented the project, their findings, Speak Truth to Power, the student workshop and materials. The purpose of this presentation was to engage the staff community in the project and roll-out of future student workshops. We intend the student workshop designed by the Student Commission to be used in group student sessions, such as tutorials, to spark debate.

Please see Appendix 3 for an example of the workshop materials.

STAKEHOLDER ENGAGEMENT

The project concluded with a showcase event, bringing together **80** stakeholders from education, health, policy bodies, parliament, business, and other key organisations such as the police. Student Commissioners had a platform at this event to present their findings and recommendations. At the event we encouraged pledges of support and ongoing engagement from organisations and decision-makers, with the aim of creating further opportunities for the Student Commissioners to influence change going forward. This direct access gave the Commissioners valuable experience and the opportunity to influence the work of these stakeholder organisations and take steps to implement the recommendations for change included in this report.

DESIGNING COLLEGE ACTION PLANS

In December 2021 and January 2022, we held face-to-face and online workshops with students and staff in each of the eight colleges that took part in both years of the project, to explore the student responses from the previous year’s racial equality survey. Using this insight and the broader data from the Student Commission’s first report ‘**Young People’s Voices on Racial Justice**’ published in June 2021), we developed action plans for each college to take forward, to address racial inequality and inclusion in their institution. The actions in each plan were chosen by the college, and college staff are working with the Student Commissioners to implement those recommendations.



ACKNOWLEDGEMENTS

We are grateful to everyone who has supported the Student Commission on Racial Justice.

We would like to thank the 11 college partners and the following organisations and groups who supported us with ideas, networks or resources to the project.

- Association of Colleges**
Birmingham Race Impact Group
Candidate X
Centre for Mental Health
Culture Shift
Derbyshire Police
Devon and Cornwall Police
Education and Training Foundation
EQUAL
FE Week
Future First
Gorringe Park Primary
HMPPS
Kent Police
- Leeds Youth Justice Service**
Little London Primary School
Mental Health Foundation
National Association of Managers of Student Services
NHS England and NHS Improvement
North Lincolnshire Council
Race Equality Foundation
Redbridge Educational Psychology Service
The Kite Trust
West Yorkshire Police
World Skills

A very special thanks goes to the Student Commissioners and peer facilitators who have offered their time and talents to making this project a great success.

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EDUCATION

OUR FINDINGS

Young people from minoritised ethnic groups still experience racism from both staff and students in education settings.

Students from minoritised ethnic groups told us that racism is still widespread in many education settings, in particular secondary schools. Students, and sometimes even teachers, still use racial slurs to abuse their peers, such as using the N-word to refer to Black people. Microaggressions from teachers and other students are also still common

in many schools. Students from minoritised ethnic groups described teachers repeatedly mispronouncing their names, mistaking them for other students of the same ethnicity or ignoring racist behaviour from other students. Some teachers from minoritised ethnic groups also experience racism, again mostly in secondary schools.

"Secondary school is by far the worst experience I've had. I've had the worst experiences in that part of my education. In my entire life I think I can't explain every single experience I've had because there is like hundreds." (Secondary School)

"Many students were racist. One time a boy called a Muslim teacher a bomber as well as calling his Black friend the N-word." (Secondary School)

"I do think there is an underlying bias when it comes to coloured people in education, for example there is a microaggression aspect when it comes to teachers dealing with students and a double standard when it comes to punishing students doing wrong." (College)

"In education I know my friend has been called the N-word before and when she reported not much was done." (Secondary School)

58% of negative experiences in education, caused by race or ethnicity took place in secondary school followed by 23% in college and 17% in primary school.

Young people from minoritised ethnic groups can be disadvantaged and punished because of negative stereotyping by teaching staff.

Many students from minoritised ethnic groups explained that teachers make negative assumptions about them based on their race. Students told us that some teachers assume they are less intelligent than their peers and don't encourage their ambition. They also get treated like adults from a younger age than their White peers. For example, groups of boys

"I was told that I should lower my standards for my future career path because Black Women in higher-skilled jobs have a lower chance of success in the UK." (Secondary School)

"In year 7, teachers would often ask my mainly Black friendship group to split up because we were "intimidating" or "gang-like". (Secondary School)

"One of my friends who was Black, always got the blame for what me and my White friends blatantly had done, which led him to being forced out of the school." (Secondary School)

from minoritised ethnic groups are often told to keep apart from each other so that they don't appear threatening or gang-like. In secondary school, it is still common for Black students to be unfairly described as 'angry' and 'aggressive' and be singled out for punishment by teachers.

"There were often stereotypes that the teachers would harness (whether they realised it or not) and they would comment on the nature of the students (who were often Black or Asian) saying they were feisty or aggressive etc. This didn't happen with White students. This was another thing I noticed that was very unfair. They should have been taught about microaggressions and not stereotyping people based on their race." (Secondary School)

In education settings, racist abuse is often presented as humour and not taken seriously by staff.

Students told us that racist 'jokes' are common in some secondary schools. Most often, these 'jokes' are made by White boys. Students also reported that teachers would often enable racist 'jokes' from students by letting these slurs go unpunished. Some students from minoritised

ethnic groups told us that in school, they just tried to ignore racist 'jokes', because they did not expect the school to take appropriate action if they did report them.

"There was this Asian guy in my math class and his own friends were calling him that slur and making a joke about how he eats dogs which really shocked me because I didn't think they were so casually racist. [...] I could see he was annoyed when his friend made a joke about him eating dogs, but he didn't say anything." (Secondary School)

"I particularly recall an event where a boy that was British had called me a terrorist and all of his friends were laughing at me and when I told the teacher they just told him to calm down. Nothing was done and so I didn't feel like if I reported it anything would happen anyway, so I didn't even bother to tell anyone else." (Secondary School)

"A pair of White boys were walking toward me. Before I passed them, they placed their hands in a praying position, bowed and said "Konnichiwa" and laughed hysterically before walking away [...] It is racist to steal another culture's traditions and words and use them mockingly." (College)

"A White male said that Black people are not fully developed (implying Black people are still monkeys). I told him that what he said was racist, he said he knew but that it was funny." (Secondary School)

Young people from minoritised ethnic groups are more likely to experience racism at less diverse schools and colleges.

We found that students from minoritised ethnic groups are more likely to experience racism in schools where the students and staff are mostly White, compared to more diverse education settings. While students did report some racist incidents at majority White colleges, they

are more common at primary and secondary schools. In predominantly White classes, students from minoritised ethnic groups are more likely to be singled out for punishment by teachers or bullied and called racist slurs by their White peers.

"Someone used a racial slur towards me, I told the teacher, and nothing was done as a result. The secondary school that I went to had poor diversity." – (Secondary School)

as I was either the only minority in my class or one of the few in the whole school." (Secondary School)

"My primary school teachers would always single me out in class for things that I didn't do, or she would blame me for something someone else did, this was in a class with White people." (Primary School)

"I went to a predominately White church school in which I thought I was regularly targeted. Many times, I remember being singled out for things that others may have been doing at the same time (obviously no one's perfect). After a while I started to wonder why it was only me getting told off or getting the worst punishment." (Primary School)

"In secondary someone said the N-word to me, monkey, pulled my hair. Throughout my education there has always been an experience of racism and discrimination

Racist abuse towards young people from minoritised ethnic groups often relates to their physical appearance and the issue of colourism is worse for young people with darker skin tones.

Students from minoritised ethnic groups told us that the racist abuse they experienced at school often focussed on their hair type, skin colour, or religious/cultural clothing and headwear. Girls from minoritised ethnic groups, in particular Black girls, told us that their bodies

were judged and over-sexualised, and they were treated like adult women from a young age because of how they looked. Muslim girls told us about being picked on, physically abused or excluded from sport by teachers for wearing their hijab (headscarf).

"My half-sister (half South-Asian) was bullied in primary school because a child said she was too brown." (Primary School)

"They would call me a "FAKE LATINA" because I wasn't curvy enough or "pretty". I felt very alone, I would wear socks and be called a slut because I didn't wear trousers, as in the religion Islam you have to cover up." (Secondary School)

"There was also a time in year 7 when a boy snatched my hijab off my head, and I was so offended because nothing ever happened to them." (Secondary School)

"Black girls were often sexualised more than their White counterparts and treated differently due to Misogynoir and colourism." (Primary School)

Black students see a double standard in how some schools police their hair compared to White students.

Many Black students told us that in primary and secondary school, their teachers had criticised the way they wore their hair. Teachers had told them their hairstyle, or even their hair itself, was ‘distracting’. Some students told us that their school had more rules around how

Black students could wear their hair, compared to White students, or that the same rules were applied more strictly to Black students.

“She was forced to take out her braids whilst at secondary school as they were not seen as ‘formal’ or ‘professional’.” (Secondary School)

when it came to us Black students. My friend got put in isolation as his haircut was ‘too low’, which never happened to a White boy.” (Secondary School)

“When I was in year 5, I came to school with my natural Afro hair and my teacher said to me that my Afro hair wasn’t appropriate and sent me home to braid my hair.” (Primary School)

“My secondary school (an all-girls school) always had rules against Black female hairstyles. Black girls couldn’t come to school with brown box braids, but White girls could come in with dip dyed green hair.” (Secondary School)

“Many hair colours and styles that were okay and allowed by White students were punished

East Asian students have been targeted for racism during the pandemic.

Students described an increase in racist slurs towards Chinese students and other students with East Asian heritage during the Covid-19 pandemic. Sometimes, East Asian students were blamed for causing the pandemic and the lockdowns. They were also accused of having Covid-19 and told to keep away from

other people. As Covid-19 restrictions have eased, this type of abuse decreased, though East Asian students do still experience racist slurs and abuse for their physical appearance and cultural foods.

“Another incident in year 10 was when COVID-19 was introduced and me being Asian got racist things said to me for a short period of time.” (Secondary School)

*“It was during PE when I was in Yr11, around when covid was a huge thing. Someone that I know who I haven’t interacted with much, yelled at me to get away from her with disgust, blaming me for covid since I’m Asian. I’ve had people mock me for my race before in primary school and sometimes when I’m out (‘ch*** ch***’, slanting their eyes) but never a direct comment like that.” (Secondary School)*

“Last year she was on the bus after college with a group of friends who were all Asian as well as herself. A group of secondary school kids walked past them and as they were about to get off the bus, unprovoked, they said “Bye Covid squad” and started laughing.” (College)

The racist slurs used in schools reveal that some students don’t want to live in an inclusive and diverse society.

Some students described a ‘Brexit’ effect, where White, British students feel entitled to discriminate against students who they do not consider to be as British as them. Students from minoritised ethnic groups reported being mocked for their accents, ‘immigrant’ being

used as a derogatory term and being told to ‘go home’. This was most common in secondary schools, though it also happened at primary school.

“The pupils would say I’m an immigrant and my nickname was “Brexit”.” (Secondary School)

“A student sat in the place another student wanted to sit, so she was told “go back to your own country”.” (Primary School)

*“A lot of derogatory terms and comments thrown around, such as “P***”, or “go back to your own country you don’t belong here”.” (Secondary School)*

“It was towards a Spanish teacher; she was telling some students off for misbehaving and they started mocking her accent and told her to “go back to her country” and started saying slurs at her. This was either the end of year 8 or beginning of year 9.” (Secondary School)

Ashley Spiers: Equality, Diversity and Inclusion Manager – The Bedford College Group

The Bedford College Group wanted to be involved in the Commission because it highlights a number of issues that have led to the creation of our new Race Equality Action Plan. We recognise that people from marginalised groups face a number of disadvantages in life, and it is simply not enough to ‘not be racist’ as an organisation – but to be actively anti-racist in everything we do. We felt that being involved in this project aligned with that.

Our plan is for all staff to develop an understanding of racism and the impact that it has on everyone’s life. The workshop that was delivered to key people in the organisation by the Commissioners (our own students) will be made mandatory for all staff from September. We have encouraged staff to roll this out to students in induction (rather than Black History month) so that it sets the tone for the year ahead. We believe it will give staff and students the skills and confidence to talk about racism – but also to challenge inappropriate language and behavior in relation to all types of discrimination.

Our aims over the next three years are to ensure that we improve the outcomes for learners from certain minoritised groups (closing the achievement gap), attract the best talent for our workforce regardless of ethnic background (and de-biasing recruitment) and to protect the well-being of our staff and students.



KEY RECOMMENDATIONS

EDUCATION

1 – Embed a diverse range of cultural events and celebrations in school/college life.

By routinely celebrating events and practices from a broad range of cultures, institutions will foster an atmosphere of respect and interest in diversity. We recommend that institutions involve students from minoritised ethnic groups in the design and delivery of these activities. Less diverse schools and colleges should invite guest speakers from minoritised ethnic groups, so that staff and students can meet and learn directly from people from a diverse range of cultures.

2 – Respect for racial/ethnic diversity should be taught more frequently, and more thoroughly, at every stage of schooling, from nursery to university.

We recommend that all learning institutions regularly teach their students how to respect and value diversity. Involving students with lived experience of racism in the design of these sessions and inviting speakers from minoritised ethnic groups to take part, will enable learning institutions to deliver effective and appropriate anti-racism programmes to their students.

3 – Ensure school/college complaints systems are accessible and develop a multi-tiered approach.

Young people who experience racism do not always want to raise a formal complaint – the process can feel intimidating, and some fear that it will make things worse for them – but institutions can't tackle problems they don't know about. We recommend that institutions offer alternative ways for young people to report incidents and seek appropriate support, e.g. anonymous drop boxes, "town hall" forums, and confidential mediation between parties, available on request.

4 – Build teachers confidence to tackle race-based incidents in school/colleges.

Our peer research has found that some teachers overlook or ignore racist incidents, because they don't realise that what has happened is serious, and/or they lack the confidence to take appropriate action. To address this, we recommend enhanced training for teachers, designed with input from people from minoritised ethnic groups. The training should focus on role-plays, based on real life experiences, so that teachers gain the knowledge and confidence to effectively combat racist incidents that happen on their watch.

5 – Treat instances of racial abuse as safeguarding concerns.

We recommend that schools/colleges treat racist incidents as safeguarding concerns, responding to them just as quickly and effectively as any other safeguarding incident. By also monitoring and reviewing racist incidents, institutions can take action to prevent similar incidents happening again. Therefore, we recommend that all institutions invest in reporting and analysis programmes, such as **Culture Shift's** Silver or Gold packages, to ensure they fully understand any such incidents, their causes and consequences.

6 – Schools/colleges should take pre-emptive steps when national/global issues increase the likelihood of race-based incidents occurring.

Global events such as the Covid-19 pandemic or the murder of George Floyd can increase the risk of racist attacks, damage mental health and have other negative effects on young people from minoritised ethnic groups. We recommend that schools/colleges use these events as teaching opportunities, to help students spot fake news, provide useful information and give support where needed. In this way, schools/colleges can pre-empt and tackle the negative effects of such events on young people from minoritised ethnic groups.

What Works – Positive Experiences In Education

During our research, young people across England told us about the following examples of good practice, from learning institutions that respect and value diversity:

- Students told us that when education institutions hold events that celebrate diverse cultural events, they feel welcomed and included. This works best when students from minoritised ethnic groups organise and host events celebrating their own heritage and form groups to support each other.
- Students appreciate schools and colleges that incorporate learning about diverse cultures and people into all areas of the curriculum.
- Students from minoritised ethnic groups have better experiences at more diverse schools.
- Students from minoritised ethnic groups generally have better experiences at college, where they experience less racism than at school.
- Students spoke positively about schools/colleges that make it possible for all students to take part in their class activities, regardless of their physical abilities or cultural dress codes.
- Students from minoritised ethnic groups feel supported by schools/colleges that have specific opportunities and programmes to support these students to succeed in their education and beyond and have dedicated teaching time and processes for tackling racism.





EMPLOYMENT

OUR FINDINGS

In the workplace, young people from minoritised ethnic groups can feel undervalued and unfairly treated.

At work, young people from minoritised ethnic groups can be underestimated by their managers, who assume they are incapable, lazy or of low intelligence because of their race or ethnicity. Young people described having

to work harder than White colleagues to be considered good at their job. Some young people also reported that their managers would distribute tasks unfairly, giving them less pleasant tasks than White colleagues.

"I have been treated badly in many workplaces due to my race, I have been treated differently to other colleagues who were White, and I've worked just as hard if not harder at my jobs to prove myself and still not been given equal or similar opportunities to other colleagues."

"I saw a worker getting yelled at for not putting the correct amount of product on the shelf but when a different person did the same, they didn't shout at them."

"My manager at work would make all the ethnic minorities work the hardest to do things like empty bins, while the White workers were allowed to sit down and drink coffee."

"I work in a nursery. It's an agency so I go wherever I'm needed. I went to a nursery which was predominantly White, and they didn't let me touch or play with any of the kids. They had me cleaning for my whole shift (9-4). Bearing in mind I have the qualifications and a DBS Check."

Intolerant policies and racist behaviour are still common in some workplaces.

Young people from minoritised ethnic groups still experience microaggressions and racist stereotyping in some workplaces. Some employers single out employees from minoritised ethnic groups for criticism and fail to accommodate their cultural practices.

In particular, young Black people reported colleagues touching and unfairly policing their hair. They told us that Black women still get unfairly criticised for 'angry' or 'aggressive' behaviour when they express themselves.

"When I first started working at my workplace I was mistaken for another Black girl because we had 'similar braids' even though mine were pink and hers were White and she was dark-skin whereas I'm light-skin."

"A manager forced me to work with pork even though I stated in my interviews that I am Muslim and didn't feel comfortable working with pork."

"I had my natural hair out and a lot of my co-workers who were White liked touching my hair without my permission."

"Managers constantly saying racial slurs and no action being taken by managers who have more authority."

Some customers feel entitled to use racist slurs towards people working in shops, restaurants and care facilities.

Young people from minoritised ethnic groups who work in service industries reported racist and disrespectful behaviour from some customers. Many young people noted that older customers in particular feel entitled to use racist slurs. Some customers appear to believe that because they are a customer,

they can behave however they like towards the people serving, and others refuse to be served by people from minoritised ethnic groups altogether.

*"I was a waitress, and I was with a customer, and he's started to get all rowdy and I was like to him "could you please quiet down" because he was disturbing the people around him and he was like "why don't you make me you Black *****" "*

"I witnessed a customer yell at my manager who is Indian, and he was called very rude names about his culture."

"I had a man shout at me calling me scum and telling me to go back to my own country and that he didn't want to be somewhere that hired my type of people."

"Customer requested for another staff member who was White."

Some managers don't address racism in order to keep the business running smoothly.

Some young people from minoritised ethnic groups told us that their managers don't take action when they report racist incidents, in order to avoid conflict or upsetting a customer. Instead, some managers suggest how the young people can change their behaviour or hide their identity to avoid experiencing racism. Young people also described managers making excuses for elderly people who use racist slurs.

"When I was 18, I worked in a care home. Residents often called me racist slurs and very degrading terms, to me as a Black person. When I reported this, managers never took my complaints seriously, and they blamed it on the residents' illness or their age. They would often say that I shouldn't take them seriously as saying slurs were acceptable back in the day, so I shouldn't get worked up about it."

"My boss said to tell people I'm Turkish rather than Kurdish to avoid possible conflict."

"Yeah, my mother has a lot of these experiences. There's like, the people she works with they're very racist, make fun of her accent and the people she works for because she works for elderly people. They say they don't like it or refuse care when it's her. And the employers are purposefully ignorant. There was this one lady who said she doesn't even like Black people, she has a very backwards opinion."



In majority White workplaces, people from minoritised ethnic groups can feel isolated and unwelcome.

Young people told us that in less diverse workplaces, employees from minoritised ethnic groups are sometimes ignored or socially excluded by colleagues. Workplaces with majority, or completely, White leadership teams, can feel like hostile environments for

employees and customers from minoritised ethnic groups. In these majority White workplaces, young people from minoritised ethnic groups told us that they are more likely to get targeted for criticism and less likely to progress to senior roles.

"You could count the number of BAME workers with just one hand. The job was not an easy one, but it paid a good amount. My mom felt uncomfortable working there because a lot of the workers there made her feel like an outcast - they would give her dirty looks and she never really felt included whilst working together as a team."

"Told about having an attitude during work. This made me leave the workplace as I didn't feel included in the workplace and felt racially attacked by managers."

"As a British Pakistani my treatment by the staff was horrible, they did this indirectly through isolating me and blaming me unnecessarily which was very different to how my White co-workers were being treated. They made me feel so isolated from them."

"It's really been about that covert kind of bullying, sort of thing where you've been isolated in a team. I had a very, very tough experience on one of the campuses where I was the newbie in the team, and I was just basically isolated, and I do believe it was because I was a Black woman. And because I was the only Black woman in the team."

Young people from minoritised ethnic groups can be accused of misconduct, disciplined or even fired due to racial stereotyping.

In some workplaces, there is a culture of blaming employees from minoritised ethnic groups when something goes wrong. Young people from minoritised ethnic groups describe being unfairly disciplined for the quality of their work or accused of theft. They explained that

their race makes them a target for this unequal treatment. Some young people even told us that they have been dismissed from jobs due to their race.

"My brother was fired from his part time job when he was 17 and was accused of stealing stock. No proper evidence was shown and they later on found the actual thief and never bothered to apologise."

"When things go missing people assume I may be responsible."

"Being constantly told off over simple tasks that I know I did well, even better than others, yet I was always being watched then released from the job."

"I was the only person of colour that was immediately fired and constantly targeted and told I was not working up to a "standard" but others would get away with doing terrible things in the workplace."



Racism in the workplace is damaging to young people's mental health.

Experiencing racism from colleagues, customers and managers is upsetting and stressful for young people from minoritised ethnic groups. Similarly to education settings, in workplaces, racist abuse is often presented as humour and not taken seriously by managers. When the workplace fails to protect its employees from

racism or tackle racist incidents properly, this can cause anxiety and damage young people's self-esteem and mental health. In some cases, young people told us they had to take sick leave or resign from their job altogether for mental health reasons.

"The experience [...] affected my mental health so badly that I ended up having three months off work. And I was really sad because I'm a really tough cookie. I'm a really tough person. But I think the double layer of it has been down to my race, and the fact that I knew that I'm not an angry and aggressive person. I just felt that I took it really, really badly."

"At my previous workplace after I had left, my old managers were comparing a woman of colour to a black car that was dirty - it made me feel insecure because as I previously had worked there, I was wondering what they may have thought about me."

"It was hard to speak up because I didn't want to lose my qualification, but I ended up quitting halfway because I couldn't cope with such a negative workspace."

BMet has now been working with the Student Commission for Racial Justice (SCRJ) over the last two years. It has been a pleasure to see the positive impact the Commission has and continues to have on the students directly involved with its work and the wider impact on BMet's students and staff.



BMet is committed to being an anti-racist college and we now have an action plan based on the specific feedback from our students. This plan has a number of strands aligned to our work with continuous professional development of our staff and managers as well as implementation of our strategies. For example, students have created videos explaining our equality and diversity and positive behaviour policies, they have renamed our whisper reporting to 'Shout Out' and again created marketing to go with this. We have piloted their involvement in our staff recruitment process and students and staff are formally involved in our review and updating of policies.

The value of working with young people to tackle racial injustice is critical to ensure BMet remains on track and that we challenge ourselves as individuals, within our teams and the college. This investment is opening up the college to look at things differently and build in this transparency into all aspects of college life – but we do have a long way to go! One of the benefits of being a college partner is that you get to share what you are doing and also to hear how others are moving forward. It is genuinely heart-warming to be part of a collective commitment to anti-racism to improve what we do for our students and staff.

Pat Carvalho: Principal and Chief Executive – BMet College

WHAT WORKS – POSITIVE EXPERIENCES IN EMPLOYMENT



During our research, young people across England told us about the following examples of good practice that promote supportive, anti-racist work environments.

- Young people told us about their positive experiences working in diverse organisations among colleagues from minoritised ethnic groups, LGBTQ+ colleagues and colleagues with disabilities.
- Young people appreciate workplaces that take a zero-tolerance approach to racism – where managers act quickly to remove customers and dismiss employees who make any racist comments.
- Young people like workplaces that tackle discrimination proactively, by providing on-going opportunities for employees from minoritised ethnic groups to feed back on their experiences at work and taking action to resolve issues quickly.
- Young people from minoritised ethnic groups told us that they find it reassuring to work for an organisation with diverse leadership. This gives them confidence that they can progress within the organisation.

KEY RECOMMENDATIONS

1 - Organise employee workshops, team building and cultural events that highlight and celebrate diversity.

We recommend that employers provide training to help staff understand other cultures and respect their colleagues' differences. By recognising and celebrating a diverse range of cultural events, employers will create opportunities to foster understanding of diversity and demonstrate respectful, appropriate behaviours. Employers should involve employees from minoritised ethnic groups in the design and delivery of cultural events and staff training, so that employees can use their lived experiences in the workplace in a positive way.

2 - Create employee support/mentoring groups for staff from minoritised ethnic groups.

Where possible, employers should invite employees from the same ethnic background to form their own staff support/mentoring groups, to help build a sense of unity and workplace belonging. These groups will also provide safe spaces for employees to share any concerns and hold employers to account if things go wrong.

3 - Involve employees from minoritised ethnic groups in reviewing EDI policies and implementing new workplace schemes and policies.

Organisations should regularly review and update their EDI policies, in consultation with employees from minoritised ethnic groups, who may already have lived experiences of encountering challenges and barriers to progression in the workplace. We recommend that employers engage with organisations such as **The Network Of Networks (TNON)** which will support both the organisation and employees from minoritised ethnic groups with such reviews, so that employers can ensure their policies and schemes are appropriate and effective.

4 - Workplace inductions should emphasise EDI policies and procedures.

We recommend that organisations provide every new employee with thorough training on their EDI policy and procedures at induction, and then require new staff to provide signed confirmation that they understand and agree to comply. We suggest all staff then regularly attend training sessions which reinforce expected standards of behaviour. For example, training on microaggressions, and how and why racist "jokes" and/or "banter" are harmful and unacceptable.

5 - Training for management, employees and security staff on how to best handle racism in the workplace.

We recommend that employers also provide training to all employees about how to identify and respond to racism, whether from a colleague or customer, and feel confident to do so. This will enable staff to support each other, in particular their colleagues from minoritised ethnic groups, if they are subject to abuse.

We recommend that organisations seek external support, to ensure that employees receive the highest quality training possible, and employers keep their policies up to date with best practice. **ACAS** provides free templates and online training. There are also many organisations, led by people from minoritised ethnic groups, that provide these services.





HEALTH

OUR FINDINGS

Some young people from minoritised ethnic groups report receiving lower quality health care because of their race.

Young people from minoritised ethnic groups can be treated with hostility when they seek medical support, in particular at the GP surgery. These young people are not always believed when they describe their symptoms. For some young people, this has led to misdiagnosis of

their illness. Young people from minoritised ethnic groups also described sometimes having to wait longer for appointments than White patients.

"Some GPs look at you differently, not trying to genuinely understand the problem and provide help."

"I had a physiotherapist refuse to touch me due to my parents' ethnicity."

"My father was having an allergic reaction from his medication, and we went to hospital and asked the nurse to help my father, but she said he was just overreacting and to come back later. My father went and suddenly collapsed and was then put in an induced coma."

"Symptoms are looked over often. That may be because I'm a female, brown, wear headscarf or all."

"I have noticed that I may not be as much of a priority as a White person and may be put at the end of the line."

14% of all respondents who believed they had been misdiagnosed by healthcare services, believed it was because of their ethnicity or race.

Young people from minoritised ethnic groups are not always believed when they say they are in serious pain.

Stereotypes about how different races experience pain can lead to mistreatment of patients from minoritised ethnic groups. Some young people described being ignored,

"I went to an outpatient appointment as I was suffering severely with pain, after I had my examination, the doctor had said I was feeling 'Well within myself' to another colleague despite me stating that I was in excruciating pain. Not taken seriously and often patronised."

"I was called a drug addict because I was asking for my prescribed opioids to help with my severe pain. This has also happened to

treated with suspicion or denied treatment for pain caused by their illness.

some family members and friends who are also Black and have sickle cell disease. I am constantly denied treatment."

"It is a common myth that goes back centuries, that people of colour have a 'higher pain tolerance' and 'react to certain medicines differently', due to this I have been misdiagnosed or given incorrect treatment from doctors when I was as young as 8 years old."

People who are not fluent in English can face hostility from healthcare professionals.

When a translator is not provided, people who have English as an additional language can struggle to access healthcare services. They may receive lower quality care and/or get misdiagnosed by healthcare professionals who are impatient with them, and do not fully understand their symptoms. Young people who

accompany relatives to medical appointments to translate for them can also face hostility. Even when healthcare professionals welcome young people as translators for their relatives, putting young people into the role of interpreter raises unaddressed safeguarding issues.

"My relatives not taken seriously with health issues due to broken English - people thinking they can take advantage of them because they can't fully understand but given a translator for easier communication on some occasions."

"They can be pretty rude when you are not fluent in English."

"Dismissed due to being foreign and not being explained things clearly enough to have a full understanding."

"One time a nurse was mad with me because I had to translate information to my dad who was the patient, and the nurse was furious as to why he hadn't learned English when he's in this country."

Some young people from minoritised ethnic groups feel that their mental health needs are misunderstood or ignored.

Young people from minoritised ethnic groups told us that their mental health needs are taken less seriously than their White peers. This is particularly concerning, as the rate of mental health problems are higher for some minoritised ethnic groups than for White people.³ Young people told us that some White mental health professionals do not always believe them

when they seek help to process experiences of racism. Young Black people in particular, told us that their mental health needs are often overlooked by teachers and mental health professionals, who expect them to be able to cope without support.

"I'm not saying that I was suffering the most, but I definitely think that what I was going through was a lot. I just think it made me very angry and made me really upset because I was going through things that none of the teachers were able to see. It was severely bad and yet I didn't get any help when I complained, whereas someone else that was going through one episode of a mental breakdown or a panic attack once or cried in class once got immediate help."

"Regarding my mental health, I have never found myself to be completely understood by White therapists as the majority of issues

regarding my personal well-being are connected to my race. Being told things such as 'are you sure that was racist' by someone that is supposed to support you through your trauma is beyond disappointing and off-putting."

"I feel as a Black person my mental health is not taken seriously and when I ask for help, I am kind of dismissed."

Healthcare professionals from minoritised ethnic groups face discrimination and racism at work from colleagues and patients.

Young people from minoritised ethnic groups who work for the NHS, or have family who work in the NHS, told us that they experience racist abuse from some colleagues and patients. Some patients refuse to receive treatment from healthcare professionals from minoritised ethnic groups.

"I work for the NHS, and I have seen a number of patients reject being seen by Asian or Black doctors."

"A friend's mum (Tamil), who works in the NHS, has faced prejudice and blatant rudeness from her co-workers."

"I've witnessed racist abuse to Black female nurses."

"My sister, when working for the NHS was told to 'get someone British on the phone' because she didn't 'sound British' and the patient on the phone told her 'We don't want dirty Asians'."

26% of respondents felt that in the last 12 months, media coverage of race-related news had negatively impacted their mental health.

Black women receive lower quality healthcare and pain relief during pregnancy and childbirth.

Young people told us that Black women are given less support with their pregnancies, during labour and in the days after they give birth. We heard about Black women being

ignored when they described their pain and other symptoms during labour, which led to complications with the birth and ongoing health issues for the women.

"My mother was unfairly treated by the NHS when she was giving birth which led to her having severe health issues which is chronic. Unjust treatment to Black women during labour is common and life threatening."

"I couldn't move to feed her or change her nappy (because of the operation I had had) so I had to call for assistance every time I needed help. Sometimes they would take hours to come, sometimes they would tell me I could just do it myself, sometimes I just wouldn't hear from anyone - it was awful - my baby and I were both crying."

"My friend, a pregnant Black woman was in the ward, she was trying to have a child. And just the way she was being treated, was very, it was like she wasn't that important. And when she needed support, they always made her wait until the last minute, and they didn't really treat her as a patient the way they would treat everyone else. It was very dehumanising."

COVID 19 VACCINATION:

Many young people from minoritised ethnic groups told us that they took the vaccine to keep their family safe.

Some young people from minoritised ethnic groups told us that they aren't vaccinated because they don't trust the current government.

Many young people from minoritised ethnic groups who have taken the Covid-19 vaccine, told us that they did so either to keep themselves and their family safe, or so that they could travel and attend college and social events. Some young people who have not been

vaccinated told us they were concerned that the vaccine may be unsafe, and/or they did not trust the government. Many young people followed their parents' advice on whether to take the vaccine or not.

"It was for my wellbeing and for my family (my parents), and not for my race. It was so I can attend school." (vaccinated)

"My dad made me." (vaccinated)

"I'm just not sure if I can trust the vaccine yet but might get the vaccine in the future." (unvaccinated)

"I feel as though media has used the fact that some BAME people do not want to be vaccinated as an excuse to cause further divisions." (unvaccinated)

6% of young people from minoritised ethnic groups told us that ethnicity or race influenced their decision in relation to the Covid-19 vaccination.

WHAT WORKS – POSITIVE EXPERIENCES OF HEALTHCARE

During our research, young people across England told us about the following examples of good practice:

- Young people from minoritised ethnic groups told us they feel reassured and proud when they receive medical care from diverse medical teams.
- Young people spoke highly of the NHS and told us they respect NHS workers.
- Young people appreciate it when healthcare professionals show that they care, by going out of their way to respond to their patients' needs.



KEY RECOMMENDATIONS

1 - Healthcare institutions to review their complaints/reporting policies and procedures.

We recommend that healthcare institutions review their processes for reporting and tackling racism, in consultation with staff and patients from minoritised ethnic groups. By focussing on making sure processes are well-communicated, accessible, and prioritise the victim's welfare, institutions will encourage individuals to come forward and seek support. Following the review, we recommend that institutions invite regular feedback from staff and patients from minoritised ethnic groups, updating their policies and procedures on an ongoing basis as necessary.

2 - GPs and other healthcare providers should provide adequate interpreting services for patients who have English as an additional language.

The practice of asking children and young people to interpret for relatives who have English as an additional language raises safeguarding concerns. Healthcare institutions should take all measures possible to instead provide patients with Enhanced DBS checked, professional interpreters through services such as **Language Line**. We recommend that healthcare institutions establish several service providers, to guarantee their capacity to provide an appropriate interpreter for every patient who needs one.

3 - Invite input from minoritised ethnic groups to inform a more holistic health care service.

Healthcare institutions can tackle healthcare inequalities by providing more holistic services to patients from minoritised ethnic groups. To achieve this, we recommend that institutions deliver a medical and cultural staff training programme, co-designed by people from minoritised ethnic groups. We suggest that institutions also seek input from organisations such as **MH:2K**, which provides insights delivered by experts through experience. Civil rights groups, such as the **Race Equality Foundation** and the **Black Equity Organisation**, can also provide insight and learnings.

4 - Standardised initial support plans for a range of healthcare situations.

This recommendation seeks to address the underlying biases that lead to some patients from minoritised ethnic groups experiencing delays to their treatment or receiving no treatment at all. An appropriate, standardised initial support plan would help to stop an individual practitioner's unconscious biases or ignorance preventing their patient from receiving the specialist care they need (for example, a GP dismissing a Black woman's request for a mental health referral).

5 - Representation of minoritised ethnic groups in healthcare sectors.

In certain circumstances, patients from minoritised ethnic groups should be able to request support from someone of their own ethnicity/culture. In particular, this should be an accepted practice in therapeutic/counselling services, where cultural experience and understanding is of great importance – just as it is already acceptable for a patient to request a counsellor of the same gender.





POLICING AND JUSTICE

OUR FINDINGS

Young Black and Asian people get stop and searched because their skin colour 'fits the description'.

Young people told us that Black and Asian men are frequently treated as suspects because of the colour of their skin. They can be stop and searched by police who are looking for someone of the same race as them, even if they don't otherwise match the description of the suspect. Young people from minoritised ethnic groups also felt that some police treat them with suspicion for wearing certain items

of clothing that relate to their religion, culture or style, such as a hijab or tracksuit. They can also be targeted for wearing expensive clothes or driving an expensive car. Young people felt that they are targeted both in diverse and majority White areas.

"I get stopped and searched all the time because I look like a 'drug dealer'."

"Brother was chased down the street by police dogs because they were looking for a Black male."

"A police officer followed me and asked me to stop looking suspicious."

"They always look at me like I'm a bad person or I'm about to do something bad."

"I always feel like I'm going to be stopped and searched because of my hijab and colour."

57% of respondents from minoritised ethnic groups believed that they were more likely to be targeted by the police because of their ethnicity or race, compared to 62% last year.

Due to racial stereotypes, children from minoritised ethnic groups are treated with suspicion from a young age, in particular Black boys.

Children from some minoritised ethnic groups get racially stereotyped as criminals from a young age, starting in primary school. In particular, young Black boys can be mistaken

for older teenagers or adults and treated with suspicion.

"I was stopped by police when I was 9 asking if I came from Fentham Road because there had been reported stealing there. I was simply trying to get to primary school with my two brothers, one aged 8 and 11."

"Being stopped and searched at the age of 11."

"Yeah, I think it's quite scary when police stop you for questioning and stuff, especially when I was a kid. Especially because of the firearms and thinking I'm going to get in trouble even though I haven't done anything. But I guess that's the mentality of a child because they don't really understand what's going on."

"I think the first time I got stopped, I was 13 or 14. I was going to my friend's house to watch a football match because he had channels and it was raining so I had my hood up and I was just running off because it was raining. Then police officers stopped me, and I didn't realise there were a lot of them, and they put me into the back of a van."

When young people from a minoritised ethnic group are in groups, they get suspected of being a gang.

Young people from minoritised ethnic groups told us that they get treated with suspicion when they hang out in groups, in particular in White areas. Young men reported that when they are out in public with other young men

from the same minoritised ethnic group, White people have been visibly scared of them and sometimes called the police. Teachers have told them not to be seen in public in groups for this reason.

"They stopped and searched my friends in front of me simply because they were Pakistani boys who were walking in a group."

"I was in a cab with three friends, and I got pulled over because we were mistaken to be gang members trying to stab someone in the area we were in, they also accused us of smoking cannabis in a cab."

"In secondary a lady called the police on a group of sixth formers (Black boys) because they looked threatening. They were wearing business wear and puffer jackets because it was winter. They then got some type of police officers warning us not to hang in groups so as to not scare the public. It felt very aimed at us minority students in a very White area."

Young people from minoritised ethnic groups report that some police officers still use racial slurs or unnecessary force.

A small number of young people told us that they have heard police officers using racial slurs and being handled with unnecessary

force during arrest. Other young people told us about incidents they had heard about but not been involved in directly.

*"I overheard a policeman in Norwich arresting a dark coloured boy not much older than us calling him a N*****."*

*"It was 3 am and we got pulled over by a police car. The officer said, 'Oh, it's ok, you're not P*****'."*

"Friend of a friend was held down by police even though he was not resisting."

"Yes, they raid my family's house all the time."

"My arresting officer dragged me by the cuffs once they found out I was half Pakistani."

Some victims of crime from minoritised ethnic groups don't contact the police because they fear being treated like suspects.

Some young people from minoritised ethnic groups who have been victims of a crime, told us that they did not contact the police about it. They explained that they felt they were unlikely to receive justice. They also feared being blamed for the incident and even criminalised

themselves instead. Some young women told us about not being believed or taken seriously when they reported sexual harassment or domestic violence. These young people have lost faith in the criminal justice system.

"When I go through things now, I am so hesitant to contact the police because they haven't helped me before. I want to leave this town because of the experiences I have had here. So much trauma lingers."

"My friend and her family were assaulted when their neighbours threw something and broke their window whilst saying racial slurs and 'go back where you came from'. The police assumed they (my friend's family) were at fault until video evidence was shown."

"Sexual harassment, they didn't take it seriously, either because of my race or being a young girl."

"Yeah, my sister, the police didn't believe her when she had the fight, she had clear proof it was part of self-defence and the police took the attacker's side."

Many young people believe the criminal justice system is racist towards Black people because of what they've seen on social media and the news from the USA.

Many young people explained that they did not trust the police because of specific instances of police violence against Black people in the USA, in particular the killing of George Floyd in May 2020. Young people also referred to

incidents in the UK, such as the 30-year fight to bring Stephen Lawrence's killers to justice, and more recently the strip search of Child Q by police in a London school.

"George Floyd, Breonna Taylor..."

"Everywhere in the world there seems to be disrespect towards Black young men as well as females from police. I've never dealt with the police, and I never wish to. because of social media and the coverage of BLM, it's not ok."

"Personally, I have no experience with the police. However, constantly I hear about different Black and other PoC getting killed for no good reason by police officers."

"All I have seen and heard has mostly occurred in America. Where Police have targeted only the BLACK."

Respondents directly mentioned police brutality or well-known cases of extra-judicial killing by police in the USA or UK 85 times e.g. George Floyd, Breona Taylor and Stephen Lawrence.

Young people of all ethnicities expect White people to be treated better at all stages of the criminal justice system.

Young people told us that the criminal justice system treats White people better than people from minoritised ethnic groups, both when they are victims and suspects of crimes. Young White people agreed with this. For example, young people told us that at sentencing, Black people’s mental health conditions are not taken

into consideration, as White peoples are, which is unfair. They pointed out that for this and other reasons, White people receive shorter sentences than people from minoritised ethnic groups for the same crimes.

"We all had our hoods up because it was cold, and we were walking around and there were these police officers. We were walking past them, and they turned around and said, "You lot". And we all turned around, and they said, "The guy in the middle" which was me, "Can you take your hood down, please?" "You're not allowed to have your hood up," I thought yeah, sure, that's fine. So, then I took my hood down. And then they (White friends) just continued walking."

"I think that there is a learnt or personal bias with each individual as well as the justice system as a whole that discriminates or gives an unfair disadvantage to racial or ethnic minorities."

"For PoC it is guilty until proven innocent whereas for White people it is innocent until proven guilty."

"White privilege I got away with it and my friend who is mixed race got in trouble."

The Student Commission partnership was an area of work we had not explored at the College before, so we wanted to take this opportunity to become involved in this important work. It has become important for the organisation to understand barriers and how our students can tackle these injustices in a proactive and positive way.



We are now including and embedding the Commission’s workshop as a mandatory tutorial session to all 16-25 aged students as part of their tutorial programme. The topic is a new one to many of our students, so we hope by raising awareness in tutorials they will become interested and inspired by the work of the Student Commission and then take up opportunities to become involved.

Our Student Ambassadors who took part in the project are very keen to lead on empowering students to become mobilised and motivated to become involved. They are keen to share their experiences and the opportunities that this project has given them.

Thank you for the amazing support that you have given us over the year. The personal journey our students have been on has been amazing.

Sharon Smith: Principal and Deputy CEO – DN Colleges Group

WHAT WORKS – POSITIVE EXPERIENCES OF THE POLICE AND CRIMINAL JUSTICE SYSTEM



During our research, young people across England told us about the following examples of police demonstrating good practice and fairness:

- Many young people across England spoke positively about the police, telling us about good interactions they have had and describing officers as ‘polite’ and ‘pleasant’.
- Young people from minoritised ethnic groups told us that they appreciate officers who don’t pay them extra attention or view them with suspicion just because they are out with their friends.
- While some young people from minoritised ethnic groups don’t expect their interactions with the police to be positive, when they actually do have to report an issue, they can be pleased with the police response.

KEY RECOMMENDATIONS

1 - Greater transparency and public education of police processes, in particular 'stop and search'

We recommend that police forces create easy to understand visuals/flow charts for how they are trained to interact with the public. For example, flow charts for the 'stop and search' process. By promoting these to the public, in particular to minoritised ethnic groups, the police can help the community to understand their rights and know what to expect in a variety of situations.

2 - Review of recruitment processes so that police forces represent the communities they serve.

Young people from minoritised ethnic groups often don't see any police officers that look like them. A more diverse police force will rebuild trust between the police and young people from minoritised ethnic groups. Police forces need to proactively recruit officers from a diverse range of ethnicities, and conduct more rigorous screening of all recruits, to ensure that new recruits from minoritised ethnic groups will be working alongside welcoming, anti-racist colleagues.

3 - Local police should build trust in their communities by being more visible.

Being able to recognise individual police officers builds trust in communities. To encourage this, we recommend regular open days, school and college visits to police stations, and work experience opportunities with the police for local young people from minoritised ethnic groups. Officers who form positive relationships with community members should be recognised and celebrated. Additionally, the police could engage with individuals on social media to address their concerns and promote positive action.

4 - Involve young people from minoritised ethnic groups in police training to make it relevant and impactful.

From their initial training, police officers should receive regular diversity and anti-racism training which is designed and delivered in collaboration with young people from minoritised ethnic groups, who have had contact with the criminal justice system. This will give officers the opportunity to hear how police interactions affect young people. **The Young Justice Advisors**, a team of young adults aged 18-30 with lived experience of the criminal justice system, can provide support designing and delivering this training.

5 - Police forces to review the use of bodycams and access to bodycam footage.

We recommend that every police force conducts a review of how their officers use their bodycams, how long footage is retained for and who gets to see it. We suggest that police forces update their procedures so that officers record all interactions with the public and are required to retain all footage as a matter of course. This would build trust between the police and the community – especially if police forces use footage to hold officers accountable for their actions, and individuals can easily access it for their defence against criminal charges.





CONCLUSION

We are enormously grateful to all the young people across England who shared their experiences and views with us. We also extend our thanks to the 11 colleges who partnered with Leaders Unlocked to make the Student Commission on Racial Justice possible for a second year. We give a very special thank you to the 43 Student Commissioners who have dedicated their time and energy to provide the insights and recommendations in this report.

In the next phase of the project we will be involving more colleges and their students and continuing the work with stakeholders to ensure that they continue to implement the recommendations for action set out in this report.



REFLECTIONS FROM STUDENT COMMISSIONERS



Maltiti – Barnsley College

I hope that the commission will grow and reach those of minoritised communities that want to use their voice to bring justice to the disturbance of their peace and improve the dire condition of what some parts of society think is "equality". This growth will allow an increase in awareness of racism, discrimination and prejudice and therefore an increase in those that want to tackle these problems.

Charlotte – The Bedford College Group

It was really interesting to have those conversations that we need to be having more often. I hope that the interviews we conducted will encourage more people to talk to those around them so that racism becomes less of a 'taboo' conversation.

Ali – Birmingham Metropolitan College

One thing that I hope will change in Education is the thinking around financial barriers or economic situations and the stereotype that this is automatically linked to your race. It isn't and students should not be treated differently as a result.

Naffi – City College Norwich

I hope the commission continues to grow and more and more colleges get involved to work towards racial justice in this country.

Tayebe – DN Colleges Group

Whilst I don't think we can influence everyone, as some people's minds will never change, maybe we can support teachers to better challenge racism in education. We could also continue to work with more open-minded young people like everyone on the Student Commission. Then we might see some positive changes in education.

Hammad – Kirklees College

I hope, that in the near future police from across the UK don't just take one look at an individual before carrying out stop and search. They should look at how the community operates and perhaps work more closely with them. For example, by hosting more workshops and attending community centres in areas where crime is taking place. If I was the Head of the Police, I would take away the stop and search system and have an officer in non-uniform in the area working with the community, not harassing innocent people who feel as if they're being jumped by a "gang of cops".

Kahdeja – Leyton Sixth Form College

As a person of colour, I have had racially unjust experiences which affected my view of the world. Being part of the Student Commission on Racial Justice has helped me to help people like me, feel that they belong.

Jade – London South East Colleges

I wanted to get involved in the Student Commission on Racial Justice to learn and make a positive change. We all know everyone in the world is different, so I always wondered why racism still exists. I joined the commission to find answers as I believe everyone should be happy and free to be and go anywhere and everywhere without racist words, actions or violence being used against them. When doing this project, I was finally able to learn how to love myself as well as everyone else. This project has taught me to be proud and loud on the subject of racial justice and I can say finally, after many years, I can use my knowledge and personal experiences to help EVERYONE around me.

Alyshah – Long Road Sixth Form College

By being part of the Commission I hope that we can help other students to feel comfortable in their own skin and not have to mask themselves to fit in amongst other peers. Also for others to have access to better opportunities during their time in education.

Khalisah – New City College

I hope that the Student Commission on Racial Justice successfully sheds light on the experiences of ethnic minorities who do not have the opportunity to have a voice. We can provide a medium which they can feel a part of, feel welcomed and supported.

Asya – The Sheffield College Group

The findings in this report unfortunately reflect my own experiences. For example: social workers have always made assumptions about my home life because of my race, bus drivers have charged me and my mum more than the person in front of us. There are so many examples where I've been made to feel like me and my family do not belong.

REFLECTIONS FROM COLLEGES

One of the key benefits of being involved in the project is that our student commissioners have gained confidence and valuable professional experiences. They tell us how many new friends they've made, how much they have learnt and how this is impacting their studies. One student in particular, has found more confidence, become more vocal in college and won the Student Representative of the Year award.



Young people are aware of the things effecting their generation, if we listen to them and tackle this head on now, it saves escalation and continuation of racism in communities. Hopefully we'll be able to end racism through the actions of listening to each other and making changes. In the future when these young people are the "adults in charge" they can recognise signs early on and put a stop to it.

Over the next few years, I hope that the work that the college is doing will benefit the whole of our community by empowering our young people to understand complex issues regarding race and culture.

Jessica Lovatt: Learner Voice Advisor – Barnsley College

We wanted to be part of the Student Commission on Racial Justice because when I read last year's report, I was just absolutely blown away by the voices that were coming through. The fact that they were current students from further education colleges just meant so much to me. You come up with ideas and ways of expressing things that staff just wouldn't come up with in a million years. It's a young person speaking to a young person, and it has far more impact.



Working with the Commission, my main hope is that all young people of minoritised ethnic backgrounds will feel understood as a result of the work that we're doing and will continue to do. I hope they will be able to come to our college and be their unique individual selves through all the learning and work that they do with us. I think the changes that we'd like to see through this project would be not only becoming an anti-racist college, but to have a college full of allies as well.

Corrienne Peasgood OBE: Principal – City College Norwich

Becoming an anti-racist organisation is one of Kirklees College's strategic objectives; in 2022/23 we will be starting our 3rd year partnering with the Student Commission on Racial Justice. Working with the Student Commissioners has enabled us to put the student voice and lived experience at the heart of any action we take to address racial inequality.



Our Student Commissioners are members of the college's equality, diversity and inclusion strategic group and the Commission is a permanent agenda item; providing opportunity for discussion, action setting and support from governors, Senior Leadership Team, college managers and other key stakeholders. Operationally, the Commissioners have been instrumental in embedding anti-racism in the personal development programme via the animation and workshop resources; providing a platform for discussion and challenge with students.

The Student Commission has provided clear recommendations for change, opportunity to reflect and improve as well as structure for sustainable progress.

Rebecca Swallow: Pastoral Support Manager – Kirkless College

Partnering with the Student Commission on Racial Justice has massively developed the confidence and leadership skills of our students. The training that those involved have received with Leaders Unlocked has helped them to create a much more inclusive and effective environment. It's helped cement our reputation as a safe, welcoming, and stimulating college that promotes diversity and respect. It's improved our standing in our internal community but also in our wider local community, with the Council and local organisations.



In parallel with our involvement with SCRJ, we've been going through an auditing process to become an accredited anti-racist College. We've developed a strong anti-racist staff strategy group, looking at staff diversity at all levels and our recruitment process, ensuring it is fair and that we remove any barriers. The SCRJ research findings and recommendations have been a strong driver in that process. We're looking to connect staff and students at a deeper level in the future, recognising that students have got a role to play in our staff strategy groups.

What do we hope to do over the next three years? Well, this is an indefinite battle. It's not something that's going to be won overnight. So, this work must continue. We want to share our experiences at LSC with our local partnership schools both at the primary and secondary level, to encourage all of us as organisations to be active anti-racist organisations, not just ones that say it, but ones that are actually creating more inclusive opportunities for all of our learners.

Richard Hodgkiss: Programme Manager – Leyton Sixth Form College

The Student Commission on Racial Justice offers a unique opportunity to tackle racial disparities by enabling our students to be part of a wider partnership across the FE sector, to build a collective voice and share their views and experiences. In addition, we hope that the experience will enable our student to develop valuable leadership and social action skills which are needed to drive change.



As a college we believe that racism, oppression, discrimination, and all other forms of inequality simply must be eliminated. We also want to build a legacy of hope and empower our students, staff, and wider communities to help make change we want, and need, to see.

David Lambert: Deputy CEO and Principal – London South East Colleges

We are just finishing our second year working with Leaders Unlocked on the Student Commission on Racial Justice. We have seen the development of those students who volunteered to be Commissioners – their confidence and presentation skills have grown immensely. They now have a voice and they are using it. All our staff are aware of the project and have engaged in training to produce personal and team pledges. This has further prioritised this important work and ensured all our staff are mindful of diversity in all we do. We have embedded changes in everything from tutorials to lessons and policy to staffing. We have listened to our students and we are making the process of reporting discriminatory behaviour clearer and more widely known. We have also ensured BAME students are in staff panels for the recruitment of senior staff.



With the help of our students and Leaders Unlocked we have a detailed action plan moving forward with changes planned for the coming years. Our HR department will be working with external groups to help mentor our staff and use positive action to further diversify our staff body. We will work with students to plan our curriculum offer for September 2023 and beyond. Our work with this project will feed into our new four-year equality objectives that will be finalised for January 2023. There is further staff training planned in sharing good practice in the classroom and an awareness of unconscious bias.

The ethnic diversity of our students has been increasing over the last couple of years and now far exceeds the diversity of the local population. We are confident that this vital project will leave a lasting legacy with staff and students at Long Road.

Niamh McNabb: Director of Student Care, Guidance and Progression – Long Road Sixth Form College

In regard to the Commission's recommendations in the 20/21 report, we have been working all year on decolonising the curriculum, with dedicated CPD days for staff. We have a regular EDI meeting with members from all levels of the organisation led by 2 SMT members focussing on issues that impact the college community. We are keen to hear and call out injustice in all its forms, we want to support students challenge this in an effective way through our collaborative work with outside, agencies, such as the police, charities, local authorities and national college associations.



The Commission not only empowers the participants which is vitally important for their skill development, but the way the conversation and their work manifests itself at the organisation is vitally important. We get perspectives from other parts of the country, rather than being East London centric and we hope to improve the lived experience of BAME students (and staff) at the college.

We are committed to ensuring New City College continues to be an inclusive place to work and study and to wholeheartedly immerse ourselves in the conversation on how to improve the experience of the BAME community, but to importantly focus on action and outcomes, not rhetoric. We want to engage as a college with our local communities, we want to improve the working relationship between young people and external agencies, ensuring they have a voice and help them speak truth to power.

Ian Budge: Deputy Principal – New City College

We chose to focus on the Commission's recommendations outside the sphere of Education, to further challenge ourselves in the work we do around equality matters. We have progressed many actions this year and we are excited to further this, going into the next academic year as best practise. One such example is that the college is in the process of becoming a Third-Party Hate Crime Reporting Centre. The Head of Safeguarding, Equality, Diversity and Inclusion has joined the South Yorkshire Hate Crime Priority Group to widen the conversation of Hate Crime and Racial Injustice across different multi-agency platforms.



Our partnership with Leaders Unlocked has had a positive impact on our students. The Sheffield College students who are in the Student Commission have experienced some brilliant things such as working in London, making new friendships with other college's students, having their voice heard and leading on tackling racial injustice now and in the future. Our students are our future, having them involved in tackling racial injustice means that we are assured that the conversation will continue amongst the younger generations for years to come. Taking the time to invest in them now, means that we are empowering, raising awareness and building confidence in speaking out before the time comes for them to leave college.

The most important impact for us is to ensure that our students feel empowered, emboldened and confident to challenge poor behaviour in relation to racial injustice, as well as feeling part of the college community and accepted for who they are, regardless of their backgrounds.

Ellena Street: Head of Safeguarding, Equality, Diversity & Inclusion and Sarah Kettlewell: Head of Careers and Student Participation – The Sheffield College

APPENDIX 1: ONLINE SURVEY QUESTIONS

ONLINE SURVEY QUESTIONS

1. How old are you?
2. What is your local area?
3. If you are in education, please tell us which of the following you currently attend.
4. Please tell us the name of the school, college, university or other educational institution that you attend.
5. Please tell us your status of employment

The following questions ask about your experiences in 4 different areas: education; employment; health; policing and justice.

Education

1. Can you tell us about any direct or indirect experiences in education, that you believe were caused by ethnicity or race?
2. I can be myself in school, college or university, without feeling I have to act differently because of my ethnicity or race.
3. Teachers and staff in my school, college or university, have high expectations and aspirations for all students, irrespective of their ethnicity or race.
4. The assessment of my work in my school, college or university, is fair and transparent and is not affected by my ethnicity or race.
5. If I reported a race-related incident to my school, college or university: I believe appropriate action would be taken.
6. If you reported a race-related incident to your school, college or university what action would you like them to take? Please describe the action and explain your answer below.

Employment

1. Can you tell us about any direct or indirect experiences in the workplace, that you believe were caused by ethnicity or race?
2. I believe the types of jobs and industries that are open to me are affected by my ethnicity or race.
3. I can be myself in the workplace, without feeling I have to act differently because of my ethnicity or race.
4. If I reported a race related incident to my workplace, I believe appropriate action would be taken.
5. I feel pressure from my family/community to pursue certain jobs and industries which are viewed as a "good fit" for my ethnicity or race.

Health

1. Can you tell us about any direct or indirect experiences with healthcare services, which you believe were caused by ethnicity or race?
2. I am treated equally by healthcare services irrespective of my ethnicity or race.
3. I believe I have been misdiagnosed by healthcare services because of my ethnicity or race.
4. In the last 12 months, media coverage of race related news has negatively impacted my mental health.
5. What is your current COVID-19 vaccine status?
6. Is your decision to be vaccinated or not vaccinated influenced by your ethnicity or race? Please explain your answer below.

Policing & Criminal Justice

1. Can you tell us about any direct or indirect experiences with the police that you believe were caused by ethnicity or race?
2. Can you tell us about any direct or indirect experiences with the criminal justice system (the system of law enforcement for those who are suspected or convicted of criminal offences) that you believe were caused by ethnicity or race?
3. I believe that I am more likely to be targeted by the police because of my ethnicity or race.
4. I would make a complaint about the police, if I felt I had been mistreated by them or if I felt someone else had been mistreated by them because of their ethnicity or race.

APPENDIX 3

1970
Trial of the Mangrove Nine
Activists including Althea Jones-Lacointe, the new leader of the British Black Panther party led a 150 people march against police for continually harassing the Mangrove restaurant in Notting Hill. The nine arrested were acquitted following trial and for the first time a judge publicly acknowledged there was "evidence of racial hatred" within the London police.

1976
The Third Race Relations Act
This tightened the law even more and outlined what direct and indirect discrimination was. The Commission for Racial Equality was founded to tackle racial discrimination and promote racial equality (in 2007 this became the Equality and Human Rights Commission).

The 'Sus Law'
A stop and search law that permits police officers to stop, search and arrest people purely on suspicion, is repealed following hearings into the race riots and alleged abuse of the law.

1982
Moir Stuart is the first Black woman newsreader.

1985
Bernie Grant is appointed as Britain's first Black council leader in Haringey.



Black History Month is made a fixture in the UK for the first time.

1990
Choice FM
From Trinity Gardens in Brixton, Britain's first 24-hour Black music radio station began streaming.



Stephen Lawrence is murdered by a group of white men in a racist attack whilst waiting for a bus. No charges due to "insufficient evidence". The handling of the case by police provoked outrage. Stephen's parents began a campaign to find those responsible and hold the police to account. This campaign would go on to span 19 years.

The New York-based Human Rights Watch identified Britain as **the country with the highest incidence of racial attacks** in Europe. Unemployment within Black communities especially in areas with high Caribbean, Pakistani and Bangladeshi Muslim populations stood above the national average.

1973
Brixton Black Women's Group is formed
The group campaigned on racism in education provision and the discriminatory practice of the contraceptive drug Depo Provera being prescribed long-term to Black women.

Trevor McDonald becomes the first Black British newsreader.



The Brixton Riots
Rumours of police brutality against a Black man along with the unfairly used 'stop and search' law, result in the confrontation of the police. The riots last 3 days and spread to many cities across the UK.

The National Black People's Day of Action
Held following police response to the New Cross Fire, a racist attack that killed 12 young Black people at a house party that was not properly investigated by police and instead portrayed as an incident of 'unruly Black youth' who caused their own deaths. More than 200,000 protestors marched from New Cross to central London.

1986
Incitement of Racial Hatred Act
The act made it an offence to use threatening, abusive or insulting words or behaviour with intent to stir up racial hatred in the street or in a public speech, and an offence to display, publish or distribute written material that is threatening, abusive or insulting with intent to stir up racial hatred.

Diane Abbott is the first Black woman to become an MP.

1991
The UK Census includes a question on ethnicity for the first time. It shows Black Londoners numbered half a million.

Association for the Study of African, Caribbean and Asian Culture History in Britain is formed. They aimed to encourage research and information sharing on the history of Black and Asian people in Britain.

Paul Ince became the first Black captain for the England football team. He went on to captain the squad for seven games.

1995
Wayne Douglas dies in police custody. A riot broke out in Brixton lasting five hours. The subsequent inquest into his death revealed he had been held face-down with his hands cuffed behind his back four times.

1996
Operation Black Vote
Volunteers and activists rallied Black voters through holding 100 meetings, distributing 250,000 voter registration cards and 500,000 leaflets (in 6 different languages) all in 10 months. The results were unprecedented, and the Black electorate received positive attention. A platform was established that gave African, Asian and Caribbean communities in Britain a collective political voice.

APPENDIX 3

1997
Home Secretary Jack Straw orders a **public inquiry into the death of Stephen Lawrence**. It concludes that the original Metropolitan Police Investigation was incompetent, and officers committed fundamental errors including failing to give first aid and failing to follow obvious leads. Still no arrests.

1999
The Macpherson Report
This concluded the original investigation carried out by police into the murder of Stephen Lawrence had been "marred by a combination of professional incompetence, institutional racism and failure of leadership" It was the first time institutional racism was identified. A total of **70 recommendations** designed to show "zero tolerance" for racism in society are made.

2004
Jason Robinson "Billy Whizz" is the first Black captain of the England rugby team.



The Ajebo Report, also known as the Diversity and Citizenship Curriculum Review is published. This looked at what was being taught in schools and what "Britishness" means. The report aimed to get all schools to become a more inclusive democracy, appreciating and understanding differences.

2012
Gary Dobson and David Norris are **convicted for the murder of Stephen Lawrence** with minimum sentences of 15 and 14 years.

Stormzy, blows up the internet with his song 'Shut Up' and grime is catapulted into the limelight. 'Shut Up' is the first ever freestyle to enter the UK Top 40.



Edward Enninful is **British Vogue's first male Black editor**.

The Windrush Scandal
Half a million people known as the Windrush Generation arrived from the Caribbean between 1948 and 1973 taking on much-needed roles following the war. It was later revealed that hundreds had been unfairly targeted, wrongly detained, and sometimes deported as undocumented migrants, despite originally being given indefinite leave to remain under the British Nationality Act. Lack of documentation and government failure lead to harmful and unjust treatment of citizens that had lived in the country for decades.

Bernadine Evaristo is the first Black British winner of the Booker Prize.

Stormzy makes history as the first Black British solo artist to headline Glastonbury – wearing a Union Jack stab vest designed by Banksy

Covid-19 Pandemic
The UK and much of the world are plunged into a lockdown. Early research saw people from minoritised ethnic groups disproportionately affected by Covid death rates compared to White British population.

1998
The Human Rights Act is passed. Letting people defend their rights in UK courts. It compels Government, police and local councils to treat everyone equally, with fairness, dignity and respect.



2002
Paul Yaw Boateng is the UK's first Black Cabinet Minister as he is appointed Chief Secretary of the Treasury.

2005
Dr John Sentamu is the first Black Archbishop of York. He combined his Ugandan heritage with traditional Church of England protocol at his enthroning. Wearing a brightly coloured cope and mitre he was followed by African drummers and dancers at the event.

Celebrity Big Brother
Racist abuse from contestants sparks outrage with over 40,000 OFCOM complaints and sponsor withdrawal.

2011
Mark Duggan is shot and killed by police; this sparks a series of riots starting in North London and spreading across the country.

2013
Malorie Blackman becomes the first Black Children's Laureate.

Bobbie Cheema-Grubb is the first Asian woman High Court Judge.

2016
For the first time in 103 years, The Royal Horticultural Society's Chelsea Flower Show features a Black gardener's exhibit. **Juliet Sargeant's** garden themed around historic and modern slavery wins gold.

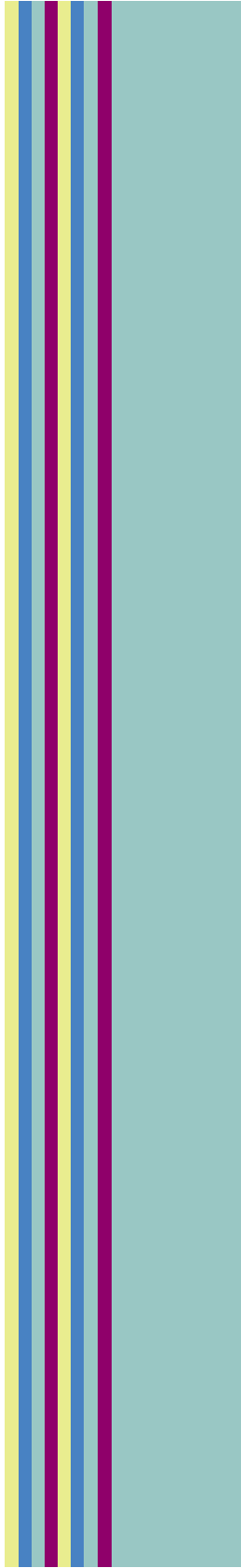
The Grenfell Tower Fire
On the 14th June, a fourth-floor flat in the 23 storey tower block in North Kensington broke out. 72 people died. Highly combustible cladding around the exterior of the building is believed to be the primary cause of the fire's spread. Additionally, the building was poorly maintained making emergency response slower. The majority of the victims were people from minoritised ethnic groups raising issues of race and inequality.

2018
Meghan Markle marries Prince Harry and is the first person from a minoritised ethnic group to become part of the royal family.

The Black Curriculum
Black history is currently not mandatory in UK schools. This curriculum has 12 topics, including art history, politics and migration, and covers a wide variety of subjects including the sound-system culture, the "sus" laws, Windrush, gentrification and deportation. The Social enterprise has trained over 6,000 students and teachers.

George Floyd is killed by police in Minneapolis, United States, this sends shockwaves around the world as a video goes viral showing the police officer kneel on George Floyd's neck for 9 minutes and 29 seconds.

APPENDIX 3



ITV News reports that **Covid racism fuels an 80% rise in hate crimes** against East and South East Asians in London.



The **Black Lives Matter** movement is nominated for a Nobel Peace Prize.

Derek Chauvin is found **guilty on all three counts relating to his killing of George Floyd** – second and third-degree murder, and manslaughter. President Joe Biden called this “a moment of significant change”.

UK Government publishes ‘**Inclusive Britain: Summary of recommendations and actions**’ to address race and ethnic disparities. The report suggested a move away from the term BAME.

2021

Black Lives Matter was established in 2013 in the United States. There had been multiple deaths of Black Americans at the hands of police before 2020 but the viral video of George Floyd’s murder brings worldwide attention to the issue of police brutality. On May 31st, a rally in Trafalgar Square takes place and is attended by thousands, with many more protests to follow.

Protestors in Bristol pull down the statue of Slave Trader Edward Colston.

UK Government publishes the report of the **Commission on Race and Ethnic Disparities**. Their 4 key recommendations are to build trust, promote fairness, create agency and achieve inclusivity. The report suggested that institutional racism does not exist in the UK and was negatively received as a result.

2021

Child Q story breaks. In 2020 a then 15-year-old Black girl is strip-searched by police at her school for “smelling of weed”. Protests take place in support of the child and the two police officers involved are removed from active duty.

A freedom of information request to the Met revealed that the force had conducted **9,000 strip searches on children in the past five years**. In Hackney, where Child Q is from, 60% were Black.

CONTACT US

Contact us at alev@leaders-unlocked.org

[@LeadersUnlocked](https://www.instagram.com/LeadersUnlocked)

www.leaders-unlocked.org

Written by Rebecca Hammond
and The Student Commission on Racial Justice

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