

Grŵp Tasg a Gorffen Cydraddoldeb ac Amrywiaeth (Du, Asiaidd a Lleiafrifoedd Ethnig)

Equality and Diversity Task & Finish Group
(Black, Asian and Minority Ethnic)



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Introduction

It gives me great pleasure to present this report on behalf of the Equality and Diversity Task & Finish Group (Black, Asian, and Minority Ethnic). The group undertook its work between the Summer of 2020 and the end of 2021, a time of global action following the shocking death of George Floyd in May 2020. Since May 2020, global and national movements have risen to address the lack of equality, which has overtaken some of the work of this group. I'm pleased to see that Welsh Government has worked to produce an Anti-racist Wales Action Plan to become an anti-racist Wales by 2030, and also the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group which is working to reinforce the importance of teaching diverse experiences and contributions of Black, Asian and Minority Ethnic peoples, and communities across the Curriculum for Wales.

I'd like to thank the individuals and groups who presented evidence and shared their experiences with the Task & Finish Group and to those who took part in the consultation on our interim report which was published in December 2020. I'd also like to thank Cllr Cefin Campbell for chairing the group and leading on this work, and the other members of the cross-party group –

Cllr Fozia Akhtar (Vice Chair),
Cllr Edward Thomas,
Cllr Louvain Roberts,
Cllr Andre McPherson,
Cllr Emlyn Schiavone,
Cllr Liam Bowen,
Cllr Kim Broom.

Following the completion of the group's work there was a local election which in some part delayed this report. As a result, the privilege of presenting this report has fallen to me as the Cabinet Member for Rural Affairs, Community Cohesion, and Planning Policy. Over the coming months I will be working with the Cabinet to review the recommendations within this report and look forward to presenting an update in due course.

Cllr. Ann Davies
Cabinet Member for Rural Affairs, Community Cohesion, and Planning Policy

1 - Background

The death of George Floyd in May 2020 drew the world's attention to racial inequality; subsequent marches, protests, and campaigning marked a global response and brought racism to the forefront of many agendas. In light of these events this Council considered two Notices of Motion during 2020 and as a result a Task and Finish Group was established by Cabinet to review the referred matters.

Notices of Motion received by Council

The first Notice of Motion¹ was received by Council at its meeting held on the 12th of February 2020. Council referred the following Notice of Motion to the Cabinet: -

(Minute 7.1 refers)

That Carmarthenshire County Council –

- Believe that more needs to be done to improve diversity within our workforce
- Commits to working with community groups to understand the barriers that exist for individuals BAME (Black Asian and Minority Ethnic)
- Calls on the Cabinet to create an Advisory Panel to consider what actions can be taken to increase diversity in the workplace

The second Notice of Motion² was received by Council at its meeting on the 8th of July 2020 Council referred the following notice of motion to the Cabinet: -

(Minute 7.1 refers)

The harrowing death of George Floyd in the USA and the weeks of protest and debate that have followed has given us all an opportunity to reflect on the harsh reality of racism across the world. We pride ourselves on being a caring, open, and inclusive County, but it has to be openly acknowledged that sadly elements of racism and intolerance remain within our society today. It is therefore incumbent on this Council to formally recognise these failings, reach out to the Black Asian and Minority Ethnic community, formulate proactive educational programmes, and undertake a re-evaluation of our historical monuments in the light of recent events. Therefore, this Council

- Makes a clear and unequivocal statement that it abhors racism, prejudice, and discrimination in all its forms – past and present.
- Supports the message of 'Black Lives Matter' and believes in the right of citizens to protest peacefully in a safe environment
- Recognises the importance of Black Asian and Minority Ethnic communities in our county and commits to working with them we aim to educate, identify, and eradicate racism in Carmarthenshire.

¹ [NoM 12.02.20 County Council](#)

² [NoM 08.07.20 County Council](#)

The council will:

- Listen to the voice of Black Asian and Minority Ethnic communities in our county and will set up a Cross Party Task and Finish group to take evidence to ensure that their concerns, fears, and proposals are fully heard and informs future policy, with the group completing the work within six months.
- Work with the Dyfed Powys Police and Crime Commissioner to deal with racism, prejudice, and discrimination within the judicial system
- Continue to learn from historical events in a factually balanced approach
- Commit to working with our schools to include the themes of colonialism, exploitation, discrimination, and racism in the new National Curriculum and in lifelong learning
- Welcome the First Minister's announcement to undertake a national review of public monuments, including the one to Thomas Picton in Carmarthen, as well as street names and report upon their appropriateness in 21st century Wales
- Embrace Black History Month (October) by holding public events to highlight the reality of the negative impact of racial inequality and celebrate the contribution made by Black Asian and Minority Ethnic communities to our local and national life

The Cabinet gave due regard to both Notices of Motion and as a result decided that they should be addressed in conjunction with each other and proposed that a Cross Party Task & Finish Group should be established.³

³ [Cabinet 27.07.20](#)

2. Method

Equality and Diversity Task & Finish Group (Black, Asian, and Minority Ethnic)

The first meeting was held on 3 August 2020, whereby terms of reference⁴ were agreed, and a work plan for the following six months was initiated. One of the first areas of discussion for the group was a review of public monuments and street names, and the Wales based review being undertaken by Welsh Government. Members of the group were aware of public comment and discussion about monuments and memorials across Wales and in Carmarthenshire, noting that the Picton Monument in Carmarthen Town had drawn significant attention. The group considered all aspects of their work and agreed that the matter of the interpretation and history of Sir Thomas Picton and the monument in Carmarthen Town should be dealt with at the outset. This decision was made considering great public and media interest. The group also agreed that in order to move forward and focus on the more significant areas of review, including equality and diversity in the workplace, education and the broader issues effecting Black, Asian, and Minority Ethnic communities in Carmarthenshire, this matter should be dealt with at an early stage.

The group set about beginning their work in August 2020 and agreed to meet at last once every month or as required. At its first meeting the group reviewed their terms of reference and agreed to the following categories of recommendation -

Categories of recommendation -

- 1 – **(Workforce)** considering ways in which the Council could increase equality and diversity in the workplace at all levels.
- 2 – **(Policing)** looking at ways of working with Dyfed Powys Police to address discrimination, racism, and prejudice in the judicial system.
- 3 – **(Monuments and recognition)** working with Welsh Government on their review of public monuments and street names, with particular reference to the Picton monument in Carmarthen town; and consulting with as wide a cross-section of the community as possible in order to agree a way forward on the future status of the Picton monument and other monuments or street names associated with slavery
- 4 – **(Education)** ensuring as far as possible that the new National Curriculum and lifelong learning in Carmarthenshire includes themes relating to colonialism, exploitation, discrimination, and racism.
- 5 – **(Community, Equality and Diversity)** ensuring that Carmarthenshire marks Black History Month in October and in doing so understands the negative impact of racial inequality within our society and continuously celebrates the contribution made by Black, Asian, and Minority Ethnic communities in local and national life.
- 6 – **(General)** exploring ways in which the group's findings could inform future policy.

⁴ [Terms of Reference](#)

3 – Findings and Recommendations

3.1 – Workforce

On the 23rd of October, the group met with Paul Thomas, Assistant Chief Executive (People Management) to discuss the three points raised in the Notice of Motion presented in February 2020 –

That Council:

- Believe that more needs to be done to improve diversity within our workforce.
- Commits to working with community groups to understand the barriers that exist for individuals BAME (Black, Asian, and Minority Ethnic).
- Calls on the Cabinet to create an Advisory Panel to consider what actions can be taken to increase diversity in the workplace.

The group reviewed the Strategic Equality Plan⁵ which has been developed so that as an organisation, we can set out how they plan to meet the commitment to equality and the legal obligations of the Equality Act 2010. In 2020 CCC published a Strategic Equality Plan which outlines how they intend to fulfil our responsibilities. The responsibilities as outlined in the Strategic Equality Plan were shared with the group –

Public Sector Equality Duty

The General Duty

When making decisions and delivering services, we must have due regard to:

- Eliminating discrimination, harassment, victimisation, and any other conduct that is prohibited under the Act.
- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

When thinking about how to advance equality of opportunity between persons who share a relevant protected characteristic and those who do not, we also need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic and are connected to that characteristic.
- Meet the needs of persons who share a relevant protected characteristic that are different from the needs of the person who do not share it.
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

⁵ [Strategic Equality Plan 2020-2024](#)

The Specific Duties underpin the General Duty and have been developed around four main principles:

1. Use of evidence
2. Consultation and involvement
3. Transparency
4. Leadership

The Welsh Government published regulations that introduced the Specific Duties for Wales in March 2011, which set out the actions Carmarthenshire County Council must take to comply:

- Setting Equality Objectives and publishing a Strategic Equality Plan
- Ensuring that we engage with people who have an interest in how the Council's decisions affect them.
- Collecting and publishing information relevant to compliance with the General Duty
- Carrying out Equality Impact Assessments and publishing the results if there is a substantial impact identified.
- Publish employment monitoring information annually.
- Promote knowledge and understanding of the General Duty amongst our employees and use our staff appraisal procedures to identify and address the training needs of our employees.
- Set a gender pay equality objective where a gender pay difference is identified.
- Consider including conditions relevant to the General Duty in our procurement processes.

Who is protected under the Equality Act 2010?

Everyone is protected under the Equality Act; however, the General and Specific Public Sector Duties refer to Protected Characteristics. These are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The group noted that according to the 2011 census, 1.71% of the residents of Carmarthenshire identify as Black, Asian, or Minority Ethnic, this figure encompasses the non-working population. Within the workforce of CCC 1.13% of employees are recorded as

Black, Asian, or Minority Ethnic. The group raised questions on how robust the monitoring of representation was across CCC and what steps were taken to ensure the integrity of the data held, and were advised that 9-10% of the workforce did not complete the equality data collection. It was noted that employers cannot force employees to provide this data, but it was acknowledged that positive steps could be taken to encourage staff. The Assistant Chief Executive referenced the detailed information available on the Council website in terms of the Strategic Equality Plan, Workforce Information etc; information gathered from the workforce and reported on annually.

The group considered some of the data available online⁶ and asked whether any grievances were raised in relation to racism whilst employed by CCC. The Assistant Chief Executive confirmed that of the two grievances raised by members of staff from a Black, Asian, and Minority Ethnic background neither related to allegations of racism. However, the group learned that exit interviews are not routinely undertaken centrally but by the department the exiting employee worked within. The group considered exit interviews to be an opportunity for employees to share constructive feedback and questioned whether it may be more appropriate and consistent for such interviews to be performed by People Management.

The group was keen to understand whether there were any barriers to attracting Black, Asian and Minority Ethnic applicants, and discussed the website, recruitment pages, and steps to improve representation across the organisation. The group was made aware of changes to how job profiles are developed, with a shift in recent years to a competency-based approach that tied into the core values of the organisation which in theory should be more inclusive. The group also considered other public service organisations in Carmarthenshire and whether there was an opportunity to understand whether similar discussions were underway in other organisations or if there was any best practice which could be shared. It was agreed that there should be opportunities to work together with other organisations and the Black, Asian, and Minority Ethnic community to develop recruitment strategies that would support the ambition of being a more representative and inclusive organisation.

Recommendations	
1	That the Local Authority ensures its public image of CCC lends itself to being a diverse and inclusive organisation
2	To work with relevant groups to promote the council as an employer within the Black, Asian, and Minority Ethnic community.
3	To look at ways of encouraging employees to complete workforce equality data and work to continuously improve the quality of information gathered.
4	To consider the development of a confidential exit interview process feeding directly into People Management.

⁶ [Equality & Workforce Data](#)

5	Develop focused training for Members on areas relating specifically to equality, diversity, and equity, to be included within Code of Conduct training.
6	Work with the Public Services Board including Dyfed Powys Police to drive community engagement and good practice in relation to recruitment from Black, Asian, and Minority Ethnic communities.
7	To work with relevant external groups, to improve representation and signposting for Black, Asian, and Minority Ethnic communities on the Council's website.

3.2 – Policing

On the 24th of November 2020, the group met with Dafydd Llywellyn, Dyfed-Powys Police and Crime Commissioner to discuss possible ways of working together to deal with racism, prejudice, and discrimination. The group received an overview of the work undertaken by Dyfed-Powys Police to increase representation in the workforce and of the work undertaken to reduce hate crime and improve the reporting of hate crime.

The Police and Crime Commissioner advised that there are currently 16 Black, Asian, and Minority Ethnic officers in Dyfed Powys Police equating to 1.8% of the workforce. As with the majority of organisations, data on ethnicity and other characteristics are provided voluntarily.

It was noted that Dyfed-Powys Police (DPP) were ambitious in terms of undertaking significant work to attract Black, Asian, and Minority Ethnic applicants to the force. This has included some indirect work including working with UWTSD to engage with Black, Asian, and Minority Ethnic students. Work is being undertaken across all levels of the force including engagement sessions being run by the Chief Constable. DPP noted that understanding what the force has to offer in terms of opportunities was a challenge and welcomed any opportunity to engage with stakeholders to discuss best practice.

DPP have established a Hate Crime Working Group (within the force). Generally, hate crimes are increasing but this is not individual to this area. An increased confidence to report by those experiencing hate crime has been noted. Hate crime figures in DPP area are still lower than most other forces. Race and hate crime are central to DPPs schools programme which works with pupils aged five and upwards.

Regional Community Cohesion Team

In February 2021 Kay Howells, the Regional Community Cohesion Co-ordinator for Mid and South West Wales met with the group. The post of Regional Community Cohesion Co-ordinator is funded by Welsh Government and employed by Carmarthenshire County Council. The Cohesion Team work to an Action Plan which is reported to Welsh Government on a quarterly basis. The team's aim is to continue work with communities including Black, Asian, and Minority Ethnic communities, to promote hate crime awareness and to link in with young people in order to provide education on diversity, and to take forward the cohesion agenda. The team work with other stakeholders to identify and mitigate community tensions (hate crime, extremism, anxiety, anti-social behaviour etc).

The group received a presentation which included examples of the work undertaken by the Community Cohesion Team, they included –

- LGBTQ History Month Celebrations (i.e. on-line events to be shared through social media channels)
- Prior to Ramadan an invitation is extended to members of Black, Asian, and Minority Ethnic Communities to participate in Tension Monitoring Meetings, in order to and

ensure that initiatives are put in place to assist and support the potential hate crimes.

- Hate Crime Training within schools to assist in educating young people to understand and report Hate Crime
- Multiagency arrangement coordination to respond to any issues in terms of potential radicalisation, i.e., if a young person were to be identified as being potentially radicalised safeguarding arrangements and referral paths would be in place.

Recommendations	
8	Commit to working with Dyfed Powys Police as per recommendation 6.
9	To work with Dyfed Powys Police on anti-racism programmes and initiatives. E.g. School Beat.

3.3 – Monuments and Recognition

On the 21st of December 2020, an Interim Report was presented to the Cabinet containing recommendations relating to the following category of recommendation -

Working with Welsh Government on their review of public monuments and street names, with particular reference to the Picton monument in Carmarthen town; and consulting with as wide a cross-section of the community as possible in order to agree a way forward on the future status of the Picton monument and other monuments or street names associated with slavery

[Report to Cabinet 21st December 2020](#)

Recommendations agreed by Cabinet 21st December 2020
Information Boards should be prominently placed near the Picton Monument with due regard to accessibility, and to include a QR code.
An Information Board should also be placed on a prominent site within the grounds of the Monument.
A further Information Board in the vicinity of the Court Room at the Guildhall, where a portrait of Sir Thomas Picton is displayed
Any Information Boards should reference the local history of the area and also the history of Sir Thomas Picton encompassing his military career as well as his known links with slavery.

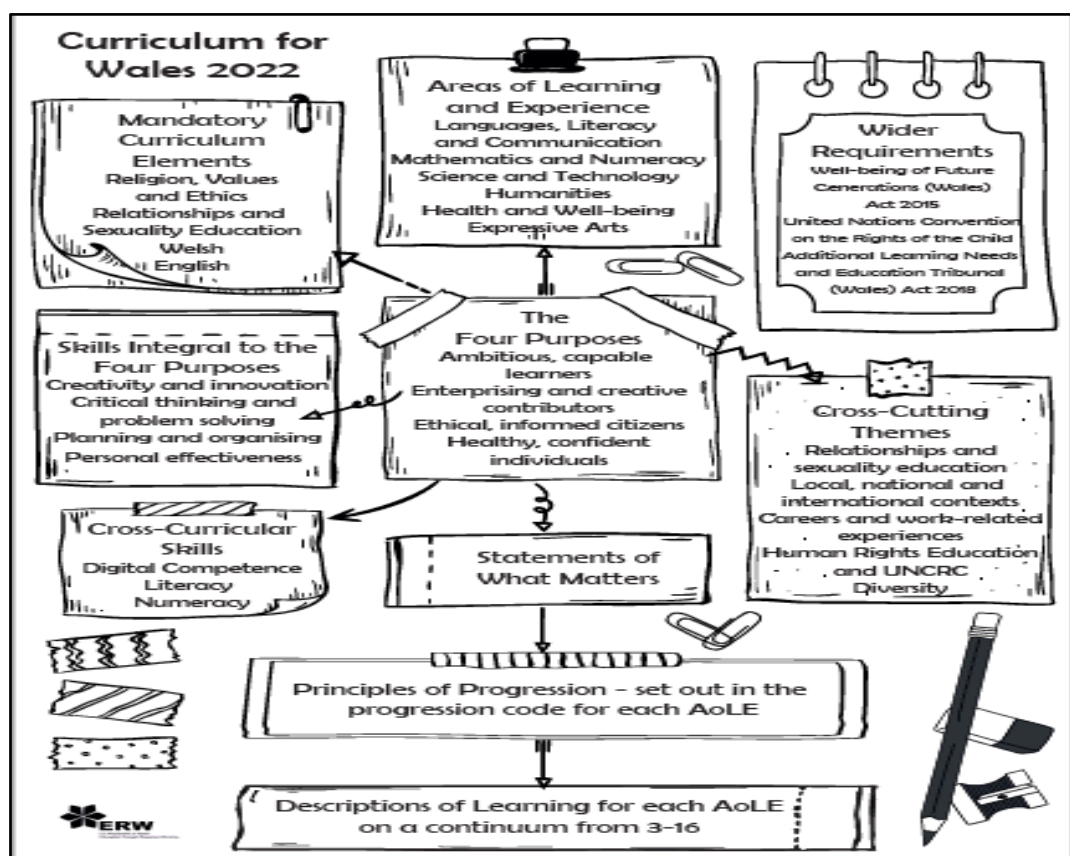
3.4 – Education

In December 2020, the group met with Aeron Rees, Head of Curriculum and Wellbeing. The group had requested information on three areas; diversity in the school curriculum, attainment of Black, Asian, and Minority Ethnic pupils in the education system, and the experience of Black, Asian, and Minority Ethnic pupils in Carmarthenshire. The group was keen to gather evidence on the experience of Black, Asian, and Minority Ethnic pupils in the education system from current or former pupils in Carmarthenshire, and in early 2021 met with pupils from St John Lloyd RC Comprehensive School and Ameer Davies-Rana a former pupil at Ysgol Maes y Gwendraeth.

Diversity in the School Curriculum

In September 2022, the current curriculum will change to the new Curriculum for Wales. The current curriculum utilises PSE, RE and History to encourage learning around diversity, noting the Personal and Social Education Framework for 7 – 19-year-olds, national Framework for Religious Education for 3 – 19-year-olds as national guidance. Within the current curriculum there is also opportunity to mark cultural days in the school calendar and incorporate local and national initiatives into the school timetable. Schools within Carmarthenshire support schemes such as ‘Show Racism the Red Card’. Hate Crime Project, Schools of Sanctuary’ and ‘Walk the Global Walk’.

The group focused on the new Curriculum for Wales planned for implementation in Autumn 2022 and the four purposes the curriculum is centred around. An infographic was shared with the group to illustrate the Curriculum for Wales –



The group was provided with an overview of the 'Four Purposes' of the curriculum, specifically the purpose of creating 'Ethical Informed Citizens' which would be supported by other elements and themes within the curriculum, including Diversity, Religion, Values and Ethics, and education within a local, national, and international context. History within the new curriculum suggests that context and interpretation should play a key part –

Curriculum for Wales - History

School curriculum design should:

- develop an understanding of the discipline and its value
- develop understanding of, and respect for, the notion of truth and for people in the past
- develop an appreciation of the past on different scales, which allows learners to orientate themselves in time
- develop historical interpretation understanding and source-based skills
- develop rich content across the time periods, through which learners can develop an understanding of chronology through exploring cause and effect, change and continuity, similarity and difference, interpretations, the use of evidence and historical significance
- develop a rich context for exploring the concepts of governance, economy, power, leadership, diversity; culture, ethnicity, equality and inequality, justice, rights, conquest, social, political and economic ideologies, social organisation and structures, trade, agriculture and industry, power and protest, peace, conflict and cooperation, revolution, devolution and empire
- expose learners of all ages to a range of historical periods on a local, national and global scale, making the links and connections that support the development of a detailed chronological 'map' of the past.

The group was confident that the new curriculum contained considerable focus on diversity, interpretation, and allowed for local influence within a national framework. The group was also made aware of broader learning experiences in terms of inclusion and diversity and on the principle of teaching less and learning more within the new curriculum, giving an opportunity for pupils to learn deeply about a subject. Information was shared with the group on how schools are largely responsible for teaching local history, and many develop their own resources. The group noted that there may be some opportunity to create centralised resources or to support schools to work together. Most schools mark cultural festivals in assemblies and create classroom displays to mark events in the school calendar. Examples over the year include - Black, History Month (Oct), Gypsy Roma Traveller History Month (June), Refugee Week (June), Holocaust Memorial Day (Jan). Pupils also participate in programmes such as Show Racism the Red Card, Hate Crime Project, Schools of Sanctuary, Holocaust and Genocide Awareness Day, and Walk the Global Walk.

Comparative Attainment in Carmarthenshire

The group reviewed two sets of data on the attainment of Carmarthenshire pupils between 2017 and 2019 the first set of data related to attainment in the Foundation Phase and Key Stages 2 and 3.

Set 1 Data					
2019	Stage	Total Cohort	Not Achieving	Achieving	% Achieving
Black, Asian, and Minority Ethnic	Foundation Phase	164	55	109	66.46%
Black, Asian, and Minority Ethnic	Key Stage 2	161	21	140	86.96%
Black, Asian, and Minority Ethnic	Key Stage 3	121	16	105	86.78%
White British	Foundation Phase	1883	456	1427	75.78%
White British	Key Stage 2	1931	254	1677	86.85%
White British	Key Stage 3	1818	226	1592	87.57%

2018	Stage	Total Cohort	Not Achieving	Achieving	% Achieving
Black, Asian, and Minority Ethnic	Foundation Phase	148	37	111	75.00%
Black, Asian, and Minority Ethnic	Key Stage 2	155	19	136	87.74%
Black,,Asian, and Minority Ethnic	Key Stage 3	122	15	107	87.70%
White British	Foundation Phase	1905	417	1488	78.11%
White British	Key Stage 2	1818	214	1604	88.23%
White British	Key Stage 3	1793	224	1569	87.51%

2017	Stage	Total Cohort	Not Achieving	Achieving	% Achieving
Black, Asian, and Minority Ethnic	Foundation Phase	179	34	145	81.01%
Black, Asian, and Minority Ethnic	Key Stage 2	137	23	114	83.21%
Black, Asian, and Minority Ethnic	Key Stage 3	108	8	100	92.59%
White British	Foundation Phase	1762	242	1520	86.27%
White British	Key Stage 2	1791	190	1601	89.39%
White British	Key Stage 3	1799	200	1599	88.88%

In reviewing the above data, the group noted that although there were some gaps in attainment at Foundation Phase it seemed to resolve at the next key stage. In 2017 and 2019 at Key Stage 2 Black, Asian, and Minority Ethnic pupils outperformed White British pupils. The group was advised that attainment is multivariant and relies on many factors including IQ, eligibility for free school meals, looked after Children, etc which allowed sometimes for limited intervention. The group considered the numbers involved within each cohort and noted that the Black, Asian, and Minority Ethnic numbers were quite small which allowed for greater fluctuation. Acknowledging that the data does reflect some trends the group did not agree that there was a clear trend.

In reviewing the second set of data the group noted that at Key Stage 4 Black, Asian, and Minority Ethnic pupils outperformed White British Pupils across the three years, in achieving 5A*/C and also in 2017 and 2018 in achieving 5 A*/A. The data at Key Stage 5 showed some areas of lower attainment by Black, Asian, and Minority Ethnic pupils in 2017, it was remedied by 2018. In 2019 attainment at 3 A*/A came within 0.06% of each group, in terms of 3 A*/C there was a difference of over 5%. The group considered that the data by subject at KS 5 might be relevant, however the data was not available at the time.

Set 2 Data							
Black, Asian, and Minority Ethnic Attainment 2017 - 2019					White British Attainment 2017 - 2019		
Key Stage 4					Key Stage 4		
Black, Asian, and Minority Ethnic Pupils					White - British		
	Achieving					Achieving	
	5 A*/A	5 A*/C				5 A*/A	5 A*/C
2019	18.80%	86.32%			2019	20.23%	73.43%
2018	23.08%	73.63%			2018	19.42%	73.12%
2017	27.36%	78.30%			2017	17.13%	73.00%
Key Stage 5					Key Stage 5		
Black, Asian, and Minority Ethnic Pupils					White - British		
	Achieving					Achieving	
	3 A*/A	3 A*/C				3 A*/A	3 A*/C
2019	12.50%	45.00%			2019	12.56%	50.24%
2018	26.92%	57.69%			2018	10.82%	52.75%
2017	7.14%	35.71%			2017	9.41%	50.40%

Pupil experience (school-based data)

The group received information regarding the number of exclusions due to racial abuse between 2017 and 2019. In 2019 ten pupils were excluded for racial abuse, more than three times the number in the previous year, although in context less than 1.5% of exclusions were due to racial abuse. The group accepted that this was relatively low when set in context.

Black, Asian, and Minority Ethnic Exclusions 2017 - 2019			
Fixed Term Exclusions 2017-2019			
Reason	2017 Exclusions	2018 Exclusions	2019 Exclusions
Racial Abuse	5	3	10
Total	597	720	739
%	0.83%	0.41%	1.35%

The group considered the types of bullying reported on by schools in order to understand what was being done to tackle bullying. The following examples are considered intervention methods in Carmarthenshire -

- mediation – helping the perpetrator and target of bullying talk about the issue and agree on a solution
- restorative approaches – built on values which separate the person from the behaviour. Promoting accountability and seeking to repair any harm caused in a situation
- building resilience – strengthening the learner’s ability to effectively cope, adjust or recover from being bullied or facing other sources of trauma, stress, or adversity; equipping learners with a solid foundation or emotional resilience by ensuring that they feel accepted
- peer support – helping children and young people to feel accepted and included by other learners. It can help individuals feel like they belong in a school and can be a crucial factor in reducing bullying and conflict. It can be encouraged in schools in both informal and formal ways
- school sanctions – schools can use disciplinary sanctions, as set out in their school policies, to address bullying. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

Drawing from experience across other committees some of the group noted that they were aware of pupils moving between schools due to bullying without any discussion with the school and suggested that not all types of bullying are reported or recorded. Some low-level bullying may exist without ever being reported or recorded.

Pupil experience

The group met with pupils from St John Lloyd Comprehensive School and Ameer Davies Rana who attended primary and secondary school in Carmarthenshire. The group noted the following points highlighted during the discussions -

- Pupils had personal experience of racial abuse but felt confident in dealing with it and which teacher to approach to report this. There was a level of confidence that the matter would be addressed but less confidence that the situation would be resolved.
- Pupils believed that more could be done to promote Black, History and had little experience of Black, History Month being celebrated as part of the curriculum. Pupils could not recall a significant amount of learning on racism, discrimination and hate crime and felt that these could easily be covered in Personal and Social Education.
- Pupils agreed that an increase in diversity across the workforce is essential for young people from Black, Asian, and Minority Ethnic communities to identify positive role models. One pupil noted that they would like to follow a career in law specifically because of the lack of representation which they equate to a lack of engagement within the justice system.
- Pupils drew attention to the perceived lack of understanding in relation to the cultural pressures placed on some pupils by their communities. These pressures include academic success which some pupils felt exhausted by.
- One pupil noted that the first experience of face-to-face racial abuse was at secondary school which included ethnic slurs and use of words which are now considered specific to hate crime. There was no signposting and during their time in secondary education, they were never approached by a member of staff or provided with a space to discuss racism or ethnicity.
- Reporting instances of abuse at school only addressed the incident and not the reason, for example when responding to a fight because of racist abuse, only the fighting was addressed, often staff were aware of the initial racist abuse. They felt that this could be alleviated by an increase in representation across the workforce. When asked by a member whether they had considered becoming a teacher it was noted that until Black, Asian, and Minority Ethnic pupils have an increased positive experience within education they would not want to return to education as a professional.
- In a school of over 700 pupils there were less than ten Black, Asian, and Minority Ethnic pupils, very few role models within school or the broader community. It impacts on an individual when they can't identify anyone to relate to within their community.

Recommendations	
10	Council to agree that Multi-cultural History, Identity and Heritage needs to be embedded in the curriculum in all schools across Carmarthenshire and ensure as far as possible that all schools have a consistent approach.
11	to consider the provision of a toolkit for use across Carmarthenshire to promote Multi-cultural History, Identity and Heritage.
12	Schools are encouraged and supported in their endeavours to include relevant cultural events in the school calendar.
13	Ensure that there is a consistent approach across all schools within the Local Authority in relation to the criteria and recording of incidents of prejudice related bullying and ensure that the reporting of each school is reviewed on an annual basis.
14	To ensure that all teachers are trained to deal with racist behaviour/bullying in education settings and provide a designated lead person.

3.5 – Community, Equality, and Diversity

Race Council Cymru

In September 2020, the group met with Uzo Iwobi the Chief Executive of Race Council Cymru (RCC), Patience Bentu, RCC Communities Engagement Officer, and Paolo Piana, the RCC Lead for Carmarthenshire to share an overview of their work in Carmarthenshire and south west Wales. Locally, Race Council Cymru facilitate the Llanelli Multicultural Network and employ a Regional Lead for West Wales. Members received an overview of the work undertaken by RCC in conjunction with Dyfed Powys Police Force, Syrian Resettlement Project and with Carmarthenshire County Council.

The group was keen to learn about the work undertaken in other local authorities to support Black, Asian, and Minority Ethnic communities and how this might shape best practice or future work in Carmarthenshire. Race Council Cymru advised that it was leading on a project to develop the Arts Wing of the Grand Theatre Swansea into a multicultural hub - The Grand Multicultural Hub. As the centre develops, 23 grassroots communities will be hosted in the Arts Wing of the Swansea Grand Theatre. The aim is to develop a diverse contemporary Arts programme, host cultural events, run a series of community activities and skills programmes, develop an ethnic food café and catering support to activities and to build a collective of expertise in a vibrant creative environment. The Hub will also promote community cohesion and shared cultural understanding as well as providing clear lines of communication and better understanding between grassroots communities and service providers, who will also run support services onsite. The project secured funding from the Welsh Government Communities Facilities fund to redesign the Arts Wing, to provide bespoke community offices and hot desking areas, a digital hub for IT support and teaching space, consulting rooms, meeting rooms and to upgrade some parts of the building. The Grand Multicultural Hub is a long-term investment for RCC with a business plan in place aiming to generate approximately £150,000 of revenue income per annum after five years.

The group wanted to understand how the hub might benefit the Black, Asian, and Minority Ethnic community and considered how having one designated place within a large county would support a broad community. Race Council Cymru advised that any dedicated venue could be used for consultations and to give communities a place to meet, by funding arts venues to support specifically Black, Asian, and Minority Ethnic arts people become develop and grow to understand diverse cultures. If the ambition for Carmarthenshire is to bring people from all communities together then the starting point could be to pull marginalised communities in to develop that work together. All communities need to feel that there is a place for them and by reducing divisions in culture, groups begin to merge. Race Council Cymru noted that most organisations lack communication and engagement with the Black, Asian, and Minority Ethnic community and although some work was being done basic acts such as translating directions or sections of a website, it is insufficient. Significant work is needed to improve engagement. By having a central hub or community focused venue CCC will have a place to go and engage with Black, Asian, and Minority Ethnic communities. Race Council Cymru believed that this would have a significant impact on improving workforce representation

Ethnic Youth Support Team

The group needed evidence around the issues facing young people within the Black, Asian, and Minority Ethnic community and so met with representatives from Ethnic Minorities & Youth Support Team (EYST) which was set up in 2005 by a group of ethnic minority young people in Swansea. The group tasked EYST with covering a broad area of discussion however the discussion focused on ways of encouraging participation and improving the support available to Black, Asian, and Minority Ethnic communities in Carmarthenshire.

Prior to meeting the group EYST had reviewed the current resources available to Black, Asian, and Minority Ethnic residents of Carmarthenshire and it was noted that although there were some websites referring to support in the Llanelli area, there was a lack of consistent signposting across the county. EYST noted that this was unfortunately typical outside of densely populated areas such as Swansea, Cardiff, and Newport as the majority of funding in recent years has been channelled in to urban areas. Without funding it is hard to provide support which is key to increasing participation.

EYST form part of the Race Alliance Wales (RAW) a collaborative and self-directed platform for individuals and organisations interested in achieving race equality in Wales. RAW was established in 2018 to bring together groups and individuals to offer a collective voice on policies and practices affecting minority ethnic people in Wales. RAW have developed a manifesto for organisations who aspire to achieve racial equality. Their report 'From Rhetoric to Reality' was shared with the group, the following manifesto was contained in the report –



The group considered the manifesto and focused on areas specific to recruitment and data gathering, areas which had been discussed at previous meetings. The group had previously discussed how the reporting of workforce data within the organisation was critical to increasing representation, alongside more targeted recruitment campaigns. The group also


considered the possibility of recruiting a dedicated officer to drive engagement with Black, Asian, and Minority Ethnic communities. The rationale for employing a dedicated officer included developing strategic plans in terms of recruitment, education, consultation, and participation. EYST shared experiences of how this has worked well in the past where organisations have relied on representational authority to drive some areas of work, and to be a first point of contact for possibly insular communities. However, having one person or unit dealing with this broad matter can encourage complacency and further complicate the issue of representation, as the Black, Asian, and Minority Ethnic community represent a broad group. It was also noted that having one individual representative can be initially a good step towards organisational change, but in itself was not a solution. The group discussed how working with local partners such as the Public Services Board, Police Force, and Fire Authority on this matter might be a possibility.

Welsh Government Race Equality Action Plan – (March 2021)

The group met with Claire Bennett, Director of Communities and Tackling Poverty at Welsh Government to receive an overview of the Race Equality Action Plan. At the time of meeting (24th March 2021) a draft plan had been published for consultation.⁷

Recommendations	
15	Commit to taking steps towards increasing Black, Asian, and Minority Ethnic representation across the workforce.
16	Consider the benefits of working towards adopting the Race Alliance Wales manifesto across the Local Authority –

⁷ [Race equality action plan: an anti-racist Wales](#)

	 <p>Step 1: Measure Gather, monitor and publish ethnicity data (including ethnicity pay gap) in the workforce and in public, private, and political sector applications & appointments annually.</p> <p>Step 2: Plan Develop a strategic race equality plan, addressing race equality in a systematic, joined up and long-term way, and including clear targets and measurable outcomes.</p> <p>Step 3: Educate Ensure that positive representation of ethnic and racial diversity is embedded and that ethnic minority contributions to Welsh society and organisations are effectively represented. Include regular anti-racist education in the New Curriculum for Wales.</p> <p>Step 4: Recruit Ensure your organisation/business reflects modern Wales by addressing the lack of BAME representation in the workforce. Commit to targets to increase BAME representation at all levels of workforce, and promote the recruitment, retention and progression of BAME staff. Institute shortlisting practices which are 'name-blind' and eliminate personal details known to elicit bias, such as name/postcode/birthdate.</p> <p>Step 5: Influence Drive behaviour change in the people you do business with. Require contractors to show what steps they are taking to make their workplaces more inclusive of BAME people, and adopt the full recommendations of the Baroness McGregor-Smith review into 'Race in the Workplace'. Ensure providers also recruit more BAME staff.</p> <p>Step 6: Represent Use all legal avenues and positive action to achieve equality of outcome: not only equality of opportunity, particularly in relation to representation of ethnic diversity of people in public and political life. If BAME applicants consistently don't fit the mold, consider changing the mold.</p> <p>Step 7: Curate Ensure more BAME involvement in Arts and Cultural bodies, and commission more arts, cultural and heritage exhibitions illuminating the reality of Wales' history of colonialism, slavery and imperialism and the contribution of different layers of immigration, as well as present day achievements in the face of adversity.</p> <p>Step 8: Legislate Support the improvement of Wales' legal response to hate crime by adopting definitions of each form of hate, including adopting the definition of Islamophobia produced by the APPG for British Muslims. Support the improvement to access to justice and safety for minority ethnic individuals and review disproportionate criminal justice outcomes, and effectiveness of justice process, including that of Police, in dealing with racism.</p> <p>Step 9: Heal Invest in measures to support the physical and mental health of ethnic minority people, recognising the disproportionate impact of Covid19 and structural racism on BAME communities, as well as their significant sacrifice in this pandemic.</p> <p>Step 10: House Investigate and address housing inequalities including overcrowding, affordability and accessibility of housing for specific groups including refugees, older BAME people and larger families.</p>
17	To look at the Welsh Government Race Equality Action Plan (due for publication Autumn 2021) and the recommendations within.
18	In recognising the need for a Multi-Cultural Hub in the county the Task & Finish Group recognise and recommend that a feasibility study is undertaken to establish the need and cost, and to explore possible venues that could be utilised for that purpose
19	That the Local Authority employ a person to coordinate and support the implementation of Equality, Diversity, Multi-cultural History, Identity and Heritage across the county in line with other Local Authorities.
20	That the LA provide funding, and through its arts and leisure programmes works with Coleg Sir Gar and UWTSO to promote multi-cultural events.

4. Conclusions and next steps

Having considered the information gathered the group prepared a set of recommendations which will be submitted for Cabinet to review. Some the recommendations were costed at the time with only a few requiring financial support.

The group concluded its work in 2021, and as noted in the report the pace of change on some issues raised has been considerable, Welsh Government have moved swiftly to implement national frameworks to tackle racism. Some recommendations have also already been incorporated into the Vision Statement of the current Cabinet. There will be some work to do in order to understand whether national frameworks or plans have already overtaken the recommendations of the group. It is likely that this work will be done after this report is presented to the Cabinet.

The report will be presented to Cabinet for consideration following which a decision will be made on the possible implementation of the recommendations.