

School of Education and Social Work (ESW) **Race Equality Action Plan**

In ESW we are serious about the need for ongoing work from all members of the school community to address racism and race equality in higher education. As a School our vision for change is that we will:

1. Create opportunities to collectively reflect on and discuss race, whiteness, white privilege and inequality, antiracism and decolonising higher education as part of a commitment to ongoing learning.
2. Develop our expertise by ensuring all staff across professional services, academic departments and research contracts have completed training on race equality, equalities and unconscious bias that includes, and also moves beyond, what is mandatory
3. Listen to and take seriously the views of UG, PGT and PGR students, and staff in professional service, teaching and research roles across both departments from groups who experience racism¹
4. Actively review our curricula to address exclusions, misrepresentations and racism
5. Ensure that a commitment to race equality is part of appraisals and interviews for professional and academic staff
6. Increase the diversity of key decision-making forums
7. Support student progression and achievement, focusing on those who experience racism.
8. Recognise the specific role ESW has in creating future teachers and social workers and consider how antiracism can be cascaded within the wider community.

We recognise that much of this work is ongoing and the actions taken will need to be responsive and emerge with and from our school community. The actions below indicate some specific ways we are working towards race equality in 2022-23. This will be reviewed and updated once a term and ongoing progress will be monitored by the school leadership team.

¹ We recognise terminology can be problematic and are committed to ongoing learning around this. We currently use 'groups who experience racism' as recommended by Inclusive Arts Minds <https://incarts.uk/%23bameover-the-statement>.

	Vision	Key Deliverables	Leads	Key Updates (March 2023)
1.	Create opportunities within ESW to collectively reflect on and discuss race, whiteness, white privilege and inequality, antiracism and decolonising higher education as part of a commitment to ongoing learning.	<ul style="list-style-type: none"> - Hold events on the themes of race equality open to staff, students and the wider community which creates space to learn and reflect. - Create a web presence and educative resource around race equality and anti-racist practice - Encourage research centres to develop additional events and activities which relate race equality to their areas of research and collate this activity on the ESW race equality website. - EDI and Race Equality work to be included as a regular agenda item in school meetings. - Create space within the curriculum for students to reflect on their identity as White, Black or other minoritised ethnicity, and how these affect their experiences in education and elsewhere. 	EDI leads, Directors of Research Centres Teaching staff.	<ul style="list-style-type: none"> - Internal staff web pages include self-learning materials, teaching resources and sources of support and inspiration - EDI/Race Equality is now an ongoing agenda item in school meetings - We have held a number of events since 2020 on the theme of race equality (see website for details). We continue to encourage research centres to explore this theme in future activities.
2.	Develop our expertise by ensuring all staff across professional services, academic departments and research contracts have completed training on equalities and unconscious bias that includes, and also moves beyond, what is mandatory.	<ul style="list-style-type: none"> - Require staff to complete both diversity in the workplace and unconscious bias training. - Offer specific and regular mandatory training on anti-racism to ESW staff. This will be provided by an external facilitator and accompanied with additional follow-up resources. 	Line managers EDI leads	<ul style="list-style-type: none"> - We are organising Racial Microaggressions training for Spring and Summer 2023. This is a follow on from training in 2021.

3.	Listen to and take seriously the views of UG, PGT and PGR students, and staff in professional service, teaching and research roles across both departments who experience racism.	<ul style="list-style-type: none"> - Create spaces for staff who experience racism to share and take action, which reports back, where appropriate, to the EDI committee. - Hold termly student forums which report back, where appropriate, to the EDI committee and the DoSE. - Include appropriate student representatives within the school to provide ongoing student leadership in improving our school culture. This will include a termly meeting to discuss ongoing actions of this plan with student representatives, the school leadership team and other self- selected staff members. 	EDI leads, Race Equality Advocates Staff leads	<ul style="list-style-type: none"> - We have re-launched the (former) BAME network as the Racialised Academics/Minoritised Ethnicities group. This is Co-Chaired by Dr Tam Cane and Fezile Sibanda who meet with the EDI lead and Head of School termly to discuss actions. - The REA scheme was in place since January 2021 and invaluable for us in developing this plan but this has come to an end. EDI champions and others have expressed concerns to the centre about the cutting of the scheme, particularly given the nature of its independence from the schools. At present, there is not a replacement.
4.	Actively review our curricula to address exclusions, misrepresentations and racism	<ul style="list-style-type: none"> - Provide course teams with a checklist to review and develop curricula to address exclusions, misrepresentations and racism. - Require school handbooks to include an inclusion statement which includes details of additional support and reporting lines. 	Director of Teaching and Learning	<ul style="list-style-type: none"> - A curriculum checklist document has been produced in Social Work by Tam Cane and distributed to whole school. This will be redistributed to colleagues. - An inclusion statement now forms part of the updated ESW Canvas template.
5.	Ensure that a commitment to race equality is part of appraisals and	<ul style="list-style-type: none"> - Update the appraisal form to ask colleagues to reflect on how they have considered EDI, 	Heads of Department	<ul style="list-style-type: none"> - The appraisal form for professional services and

	interviews for professional and academic staff	<p>race equality and decolonisation within their work to acknowledge shared responsibility and prompt discussion of ongoing actions and support requirements.</p> <ul style="list-style-type: none"> - Work with HR to devise a question to be included in all interviews for new staff 	Professional Services managers Head of School	academics now includes this. However the appraisal system is changing so we will need to continue to push for this in its future incarnation.
6.	Increase the diversity of key decision-making forums	<ul style="list-style-type: none"> - Ensure that promotion panels and key school committees have diverse representation, without this being unduly burdensome for those colleagues. 	Head of School	- There has been active consideration to include ethnic minority staff in interview panels, particularly for the doctoral studentship. We would like to see this effort rolled out across all decision-making forums in the school.
7.	Support student progression and achievement, focusing on those who experience racism.	<ul style="list-style-type: none"> - Actively develop studentships and prizes to support the progression of group who experience racism. This includes a Doctoral Studentship. - Take seriously ongoing work and recommendations from the EDI committee to tackle the BAME Awarding Gap. 	Heads of Department Director of Doctoral Studies EDI Leads All teaching and professional staff	<ul style="list-style-type: none"> - A Doctoral Studentship was created and is underway. - The BAME Awarding Gap work currently sits between EDI and Teaching and Learning. We need to do more to address this and will revisit post Curriculum Review.
8.	Recognise the specific role ESW has in creating future teachers and social workers and consider how antiracism can be cascaded within the wider community.	<ul style="list-style-type: none"> - Discuss with Heads of Department how themes of antiracism and the profession can be embedded within recruitment, teaching, student support and via our alumni. - Connect with local community and work organisations which address issues of racism to build strong networks. 	EDI Leads/ Heads of Department	- Both departments have engaged in work on this area but this needs to be re-addressed post-re accreditation and OFSTED.