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D I A N A
A W A R D

An Educator's Guide to

Anti-Racist Bullying

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INTRODUCTION TO THE RESPECT PROJECT_

Young Changemakers is a collaboration between UK Youth, Centre for Mental Health, and The Diana Award. The programme supports young people with Black and Black mixed-race heritage to channel their lived experiences into tackling racial injustices in mental health services in the UK. It gives young people with Black and Black mixed-race heritage an opportunity to re-imagine and affect change through the lens of social action.

Spirit of 2012 awarded The Diana Award with additional funding to build on the Young Changemaker Programme, to develop and deliver Anti-Racist Bullying Training to schools trained on our existing Anti-Bullying Ambassador Programme.

The Respect Project provided the following across the UK:

- Free, online half-day training session, delivered by our facilitator to schools
- Up to 12 months of tailored support, including optional campaigns workshops, catch-up calls, resources, and educator webinars
- An opportunity to earn a badge by developing exciting anti-racist bullying campaigns to create impact in schools, community and beyond



This project has allowed us to:

- Train 74 secondary schools across the UK
- Equip 1050 young people with the skills to become Anti Racist Bullying Ambassadors
- Create safe spaces and have honest conversations about racist bullying
- Empower young people to lead on tackling racist bullying through campaign work
- Continue the conversation with a tailored educator webinar series

We have collated all our learnings from the Respect Project and created this comprehensive guide to support you as educators to be able to tackle racist bullying in your schools.

Please note that whilst this guide stems from the Young Changemakers Programme, a targeted programme based mainly on the lived experience and expertise from the Black or Black mixed-heritage community, we have worked with young people from diverse backgrounds through anti-racist bullying training and support.

Let's look at the feedback and amazing action our Anti-Racist Bullying Ambassadors, educators and their wider community have shared with us so far...

Campaign actions below are shared from Bishop's Blue Coat CofE School, Biddick Academy, Bow School, Lliswerry High School and Wildern School.

Reflection: Ysgol Uwchradd Lliswerry High School

What's your story?
What's their story?
What does community mean to **us**?
How can we make our community **fair**?

REALITY EQUALITY EQUITY LIBERATION



Our voices

Together we stand,
Facing the world with empty hands,
Palms rid of hatred,
and instead shared with love.
Respect is key,
to forgiveness you see.
Aside each other we can hide,
and protect the next generations eyes.
We can come together with trust and love,
And face each day with a lot of luck.
So let us cherish,
Support and hope,
And help each other with each day we have.

By Lily & Cerys



Images include equality presentations, canteen meals celebrating African and Caribbean food, culture weeks, diversity poem, diversity and inclusion wall, commemorating refugee week, myth busting, letters sent to refugees from students and parents.



RESPECT PROJECT VIDEOS

Watch our [Respect Project Showcase video](#)¹ and our [Anti-Racist Bullying Training video](#)²

FEEDBACK

“93% OF YOUNG PEOPLE RATED THEIR ANTI-RACIST BULLYING TRAINING AS GOOD OR EXCELLENT”

Post-Session Survey

“I HAVE A GREATER UNDERSTANDING OF, AND APPRECIATION FOR, THE STRUGGLES PEOPLE GO THROUGH DUE TO RACISM, AND HOW OFTEN RACIST BEHAVIOUR OCCURS”

Student

“REALLY USEFUL FOR PUPILS TO UNDERSTAND EXACTLY WHAT CONSTITUTES AS RACIST BULLYING AND HOW IT MAKES PEOPLE FEEL. ALSO, TO SEE THAT RACIST BULLYING IS NOT JUST AGAINST THOSE WITH A DIFFERENT SKIN COLOUR, BUT ALSO THOSE SUCH AS ROMA GYPSY ETC.”

Educator

“WE LEARNT ABOUT WHAT WE WOULD DO IF WE EXPERIENCED RACISM, IT WAS INTERESTING TO THINK ABOUT WHAT WE WOULD DO TO HELP SOMEONE EXPERIENCING RACISM”

Student

“IT HAS BEEN WONDERFUL TO WORK WITH A GROUP OF PASSIONATE YOUNG PEOPLE WITH A COMMON GOAL. IT HAS TAUGHT ME THAT THE VAST MAJORITY OF YOUNG PEOPLE ARE UPSTANDERS AND WANT TO TACKLE INJUSTICE AND EDUCATE THEIR PEERS”

Educator

“I CAN QUICKLY, EASILY AND MUCH MORE CONFIDENTLY PREPARE MYSELF TO TACKLE RACIST BULLYING BEHAVIOUR IN SCHOOL”

Student

How many of these statements have you heard?



4. Asylum seekers get an easy ride in Britain

- Asylum seekers are often subject to long waits to process their claims often up to 2 years. The majority wait in limbo for their claims to be processed.
- They can be here alone, with a new language, different culture and facing uncertainty. They have often experienced a lot of trauma in their previous country before they have reached safety.
- They can be very frustrated after having left their life behind, a place to live, a language they knew, family and friends they have grown up with and jobs they have left behind.

Biddick Academy

Day	Activity
Monday	What is the difference between a refugee and an asylum seeker?
Tuesday	Myth busting – get the facts
Wednesday	Refugee stories
Thursday	Poem – What you know about patience
Friday	Letter – form letter to welcome a refugee

Dear Friend,
What a difficult time this must be. Please take comfort in knowing that other families are thinking about yours and praying for your safety and well-being. Wishing you hope and happiness in the new year.

Bow School @BowSchool1

Our lovely canteen staff made African and Caribbean cuisine to celebrate Black History Month. Students and staff really enjoyed the tasty meals!

#BlackHistoryMonth #Respect



1 <https://www.youtube.com/watch?v=d7-wugVrn4g>

2 <https://www.youtube.com/watch?v=jHCxNjeHCmo>

KEY TERMS_

It is important for us to address any terms below that we may refer to throughout this guide.

We recognise that not all communities may be reflected here, or may even choose to use their own defining terms. We believe it is important to first ask if you're unsure when using terms and always be led by the individual, as we are all different, so should seek to respect other backgrounds - even if it differs from our own.

Anti-Racist	It is more than just saying you are not racist but is when you actively take steps to challenge racism and want to work towards equity and equality.
URR	This stands for our three-step framework to Understand, Recognise and Respond to racist bullying behaviour in order to tackle it.
Diverse backgrounds	People who are from a racial, ethnic, or cultural background that is not White.
Global Majority	People who are Black, African, Asian, Brown, dual-heritage, indigenous to the global south, and or, have been racialised. These groups make up 80-85% of the global population so are the majority ² . It can be an empowering term rather than using generalised or othering terms like 'ethnic minority' or BAME.
Marginalised/targeted communities	When individuals or groups are pushed to the edges of society, often resulting in reduced access to resources, opportunities, and social inclusion.
Bias	When you favour an idea, person, or group of people over others without about it. It can sometimes mean you don't always give a fair chance to something or someone different. Positive biases exist but they are usually negative.
Privilege	An advantage or benefit that one person or group of people may have but others may be denied. It can mean everyone has different experiences in life, and some groups are less likely to face racism than others.
Upstander	Someone who stands up when they see something that isn't right. We believe everyone should be an ACTIVE Upstander and support their peers when they witness or hear about bullying behaviour. It is important to try and do this in different ways and more than just once.
Allyship	Someone who actively supports, advocates for, and uplifts a person or community to which they do not necessarily belong to. The person or community is usually one that is being treated unfairly.

This glossary was developed in conjunction with our Young Changemaker Co-Producer, Ibrahim.

Prejudice	Prejudice refers to preconceived opinions or attitudes, both positive and negative, that are not based on reason or actual experience but are instead rooted in stereotypes, biases, or generalisations.
Diversity	Valuing and respecting a wide range of different backgrounds, identities and perspectives in a group, organisation or society.
Equity	Providing equal possible outcomes for every individual through fair and just distribution of resources, opportunities and privileges based on need. It considers that everyone has different starting points or circumstances and acknowledges the historical and systemic disadvantage that groups may have experienced and strives to reduce those barriers. We have to ensure equity in order to achieve equality.
Equality	Providing the same opportunities to everyone and protecting people from being discriminated against. It assumes that everyone is the same regardless of their starting point or circumstances.
Inclusivity	Creating environments, policies, and practices that welcome and value the contributions and experiences of individuals from diverse backgrounds and identities.
Intersectionality	Recognition of how multiple aspects of an individual's identity (such as race, gender, sexuality, and class) intersect and interact, leading to unique forms of discrimination and privilege.
Cultural competence	The ability to understand, respect, and effectively interact with individuals from diverse cultural backgrounds while recognizing, valuing, and adapting to cultural differences. Similar terms are culturally specific, culturally sensitive, and cultural reflectivity.

For further terms relating to this topic please see our **Racist Bullying Terminology Match Up** or visit antibullyingpro.com/resources

UNDERSTANDING RACIST BULLYING BEHAVIOUR_

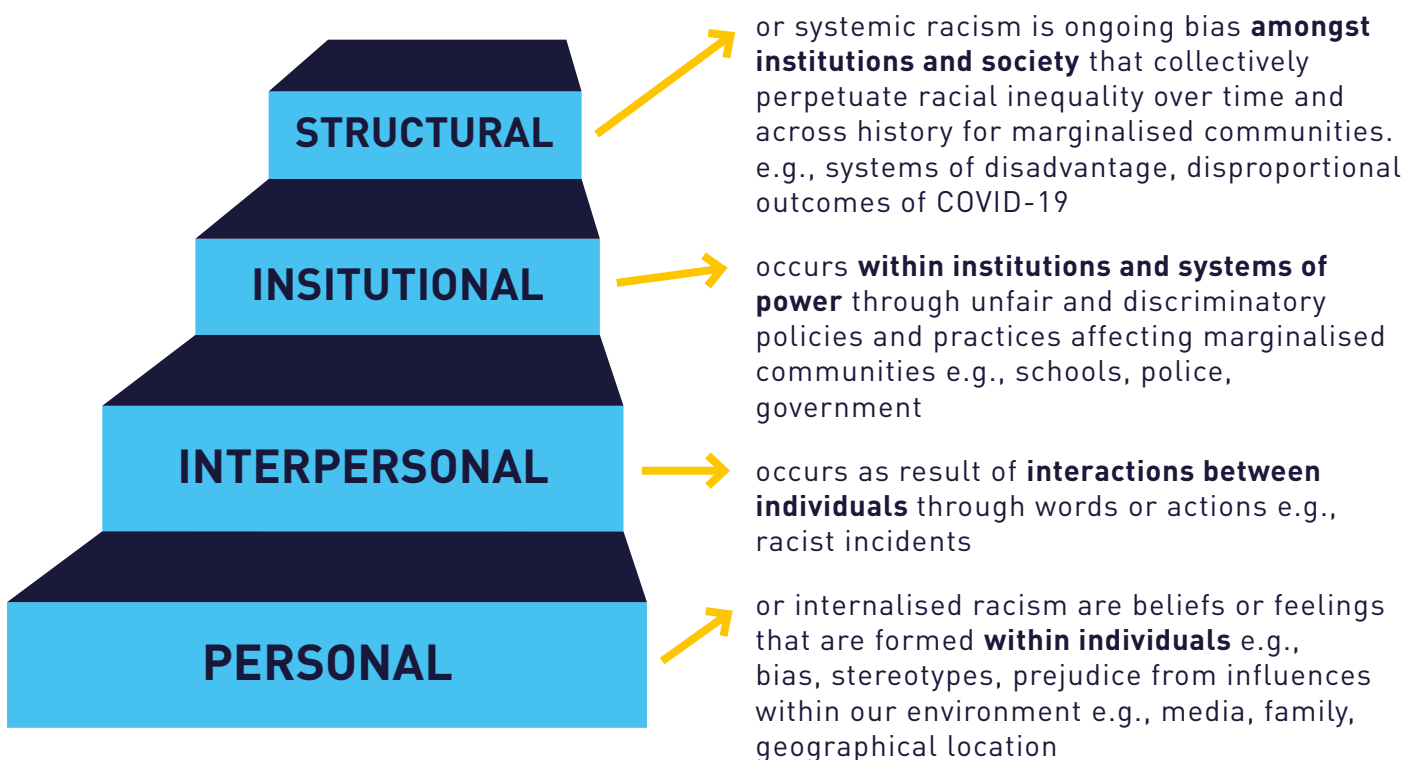
In order to discuss racist bullying behaviour, let's unpack what we mean by bullying and racism at The Diana Award.

BULLYING

Repeated, negative behaviour that is **intended** to make others feel **upset, uncomfortable, or unsafe**³. We are aware that definitions may differ across the anti-bullying community and there may be references to an imbalance of power.

RACISM

Having the belief that people of different races are less than you in society, so you behave differently towards them. This could be due to skin colour, appearance, language, religion, or culture. It exists at **different levels**:



While we will be referring mainly to the personal, interpersonal, and some institutional levels of racism, the institutional and systemic definitions are not to be ignored as they can influence and interact with a student or communities' experience(s) of racism.

RACIST BULLYING BEHAVIOUR

When someone **repeatedly verbally, physically, or indirectly** targets another person based on their skin colour, or their **actual or assumed** culture, ethnicity, nationality, or race.⁴

³ <https://www.antibullyingpro.com/support-and-advice-articles/definitions-and-types-of-bullying-behaviour#:~:text=The%20Diana%20Award%20defines%20bullying,upset%2C%20uncomfortable%20or%20unsafe.%22>

⁴ <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying/events/tackle-racist-and-sexual-bullying-behaviour>

TYPES OF RACIST BULLYING BEHAVIOUR

Type	Definition	Examples
Verbal	Repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others	<ul style="list-style-type: none"> Racial slurs, inappropriate jokes, or stereotypes Name calling or threats about your skin colour, culture, ethnicity, religion, or nationality or race
Indirect	Repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others. Or cyberbullying , which is repeated, negative use of technology to intentionally hurt others	<ul style="list-style-type: none"> Racist graffiti Spreading or sharing negative rumours or assumptions about a person's culture, ethnicity, religion, or nationality Damaging belongings or property such as religious books or items Excluding someone because they are from a different background. Online forms are sending insulting messages, hate or threats via text, comments, or videos on any social media platforms (this can be through anonymous accounts too)
Physical	Repeated, negative use of body contact to intentionally hurt others	<ul style="list-style-type: none"> Hitting, kicking, punching, pushing Inappropriate touching Spitting or other direct contact related to a person's culture, ethnicity, religion, or nationality. This can include removing cultural or religious outwear e.g., headscarf or turbans

MICROAGGRESSIONS

There are also behaviours that may not be as obvious.

What are they?

Subtle, everyday comments or actions that can negatively affect a person or group that is usually already treated as 'less than'.

These behaviours can be verbal, non-verbal, intentional, or sometimes unintentional.

Racial microaggressions are when these behaviours are targeted at a person, or group of people, from communities that typically are subject to racism.

A single racial microaggression **may not always** be classed as racist bullying behaviour if it an unintentional incident. However, the impact is always **harmful and negative** and often **implies an individual or community doesn't matter or belong**.

They can be separated into three types:

Microassaults

Deliberate and intentional slights or insults. "I don't feel safe around you people", "Wow, let me touch your hair"

Microinvalidation

Discrediting or minimising the experiences of a person who is from an under-represented group. "Racism isn't a thing anymore, you're too sensitive it's all in your head" or "I'm not racist, because..." or "I don't see colour, everyone is the same"

Microinsults

Rude, insensitive behaviour that subtly disrespect a person's racial heritage or identity "Wow, you speak such good English"⁵

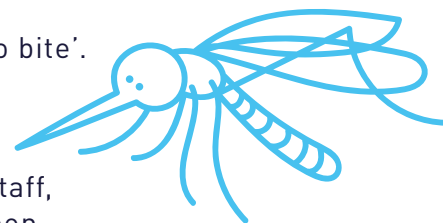
This section was developed in conjunction with organisation, Not So Micro.

5 <https://health.clevelandclinic.org/what-are-microaggressions-and-examples/>

A helpful way to understand microaggression is through a 'mosquito bite'.

www.youtube.com/watch?feature=shared&v=hDd3bzA7450

www.youtube.com/watch?v=JMZ0nCL1k2Y



In a school, microaggressions can be student-to-student, staff-to-staff, student-to-staff, or staff-to-student. When microaggressions are seen as acceptable behaviour, they can manifest into larger racist bullying behaviours. These comments or actions have a cumulative effect and is important to note that microaggressions may occur both inside and outside the school environment. This can negatively impact an individual's school experience and wellbeing leading to low self-esteem, anxiety, depression, suicidal thoughts and even isolation.⁶

The Young Changemaker Programme has recently completed its first Accelerator Pathway, which provided Not So Micro with additional, bespoke support including: Support from a mentor, master classes, bespoke support and project evaluation from The Diana Award, UK Youth and Centre for Mental Health.

Not So Micro wants to see that teachers are trained on identifying and addressing racial microaggressions, so that they can be eliminated from school spaces! In achieving this, hopefully the mental health of staff and students from communities that often experience racism can be protected.

IDENTIFYING MICROAGGRESSIONS

This can be tricky especially when they're unintentional, because many of them come from common phrases e.g., man up implies strength is aligned with being male. Some microaggressions are more easily identifiable, such as touching someone's hair without their permission, or the typical "but where are you REALLY from?" often directed at those from diverse backgrounds.

The best way to identify them is to educate your school community and think about the language you are all using!

Here are some examples:

Nneka, Black African, 16, has recently moved to a new school. After her introduction to her tutor group, her teacher asks: "Can I call you your English name instead? It's easier to pronounce."

During careers talk, a teacher turns to a Black British student and says, "You know, you should consider sports or music, you people tend to excel in those fields."

In the staff room at lunch, a senior member of staff is addressing an Asian member of staff. She calls her by the wrong name, the name of the only other Asian member of staff. You notice that they do this often, but never with White members of staff.

REFLECTION STOP

Can you think of examples of microaggressions that occur within your school community?

Further examples and questions can be found in the scenario section at the end of this guide.

⁶ <https://pubmed.ncbi.nlm.nih.gov/34498519/>

It is important to work on preventing all types of racism and racist bullying behaviours and to avoid them escalating into more serious incidents.

WHAT IS A HATE CRIME?

A type of crime that targets (either demonstrates or is motivated by hostility towards) one of the following perceived or actual identities: disability, race or ethnicity, religion or belief, sexual orientation, or gender identity.^{7 8}

Hate crimes are punishable by law only when it is broken, but in incidents where it is a non-crime the Police with partners to try and prevent situations from escalating for the people or communities targeted.⁹

We all should be taking steps to prevent situations from getting worse and escalating to a hate crime. However, if you do witness a hate crime or it is reported to you it is your duty to take appropriate action.

RESPECTFUL LANGUAGE

With the ever-increasing diversity in the UK and across schools, it is important that our use of language evolves too. To move towards being more inclusive we need to avoid using language that is outdated and could also be considered othering or offensive to those from diverse backgrounds.

We asked young people that work with The Diana Award what they wish teachers knew about respectful vs. offensive language. Here's what they said:



7 <https://www.cps.gov.uk/crime-info/hate-crime>

8 <https://www.victimsupport.org.uk/you-co/types-crime/hate-crime/>

9 https://www.report-it.org.uk/what_is_hate_crime

THE 5A'S AROUND LANGUAGE:

1 APOLOGISE

Be genuine and don't give excuses, make a conscious effort to do better next time.

2 ACKNOWLEDGE

Consider the impact language can have. Terms can be offensive to a person or community especially if it carries particular history or context.

If they express or feel targeted, ask them in a private setting so you can understand. Listen, learn, and actively educate yourself.

3 ASK

If you're unsure ask the person in a respectful way or what they would prefer. You can clarify how people describe themselves but make sure you're asking relevant questions and not asking "where are you from?". Instead try "what is the most respectful term to use" or "how would you like me to describe your ethnicity/background".

4 AVOID

Umbrella terms that group people from different ethnicities or backgrounds into one group¹⁰ or makes people feel 'othered'.

Avoid:	Consider:
BAME/BME (Black Asian and Minority Ethnic)	Black, Brown, South Asian, South-East Asian, Refer to the persons specific ethnicity rather than grouping.
Non-White	Diverse background or ethnically diverse
Dual heritage	Mixed or multiple heritage
Ethnic Minority	Global majority
Coloured	People of colour (POC), Black Indigenous, and People of colour (BIPOC), although not everyone prefers these terms
Racialised communities	Communities experiencing racial inequality or marginalisation

Racial slurs (such as N, P word) should also always be avoided, even in education e.g., history or English literature lessons.

5 ACCEPT

You will get things wrong.







Sometimes we can feel uneasy or have the fear of getting things wrong. However, the aim is not to get it 'perfect', we all make mistakes. It's to call the least harm. Every individual is comfortable with different language, so we need to be led by them and use the language they would like to self-describe rather than labelling or assigning terms to them.

¹⁰ <https://www.blueprintforall.org/race-terminology/>

WHAT CAN WE DO WHEN STUDENTS USE LANGUAGE AGAINST EACH OTHER OR THAT CAN BE SEEN AS OFFENSIVE?

This is a common question we receive and there is no one-size-fits-all answer.

We would suggest:

-  Reinforcing and encouraging students led by your school ethos and values and how addressing language fits into this.
-  Recognising that some groups of people may use terms within their communities that aren't offensive to them. However, suggesting (be careful with imposing rules without discussion) that when they are within the school community you could advise the importance of refraining from this so we can make sure to be considerate of everyone.
-  Work with your students, not against them. Ask them what they feel are respectful or offensive terms as a school community i.e., a survey or open forums and consider the majority as a standard, whilst still being led by the individual.
-  Educate your whole school community on the importance of language. You could even consider bringing local anti-racist organisations to deliver a talk.
-  Reviewing your school policies or creating guidance around language and making them student friendly.
-  Focus on what is in your control as a school i.e., you may be able to share resources or host forums with parents or guardians, but you may not be able to directly influence their views.

RECOGNISING RACIST BULLYING BEHAVIOUR_

This section was developed in conjunction with our Young Changemaker Co-Producer, Crown.

IMPACT OF RACIST BULLYING BEHAVIOUR

Being a target or bystander of can affect a person's thoughts, feelings, physical body, and behaviour (see CBT diagram in scenario section). Research has shown racist bullying behaviour to have detrimental impacts not just on a young person's academic achievement but their wellbeing and behaviour too.¹¹

SPOTTING THE SIGNS

There are several signs or changes you may notice indicate a student could be experiencing or impacted by racist bullying behaviour. Some may be easier to spot than others. It is important to note they **may not always** indicate racist bullying behaviour is occurring.

PHYSICAL

Unexplained physical marks e.g., bruises or evidence of self-harm. Frequent physical ailments such as headaches, stomach aches or existing physical health issues worsening. Issues with sleeping patterns or experiencing nightmares. Changes to appearance or parts of identity to 'fit in' e.g., hairstyles, skin-bleaching, hiding cultural or religious objects, clothing, or symbols.

EMOTIONAL

Low mood or depression, anxiety, anger, decreased confidence, low self-esteem, hopelessness,¹² apathy or numbness. Intense or strong emotional reactions. e.g., frustration or distrust towards peers of different backgrounds to themselves, or authorities in power such as school staff, police, or the world around them.

BEHAVIOURAL

Concentration difficulties, appearing quieter or withdrawn, changes in eating habits, noticeable difference in personality. Engaging in risky behaviours e.g., substance use or sexual activity. Perpetrating racist bullying outside of their own ethnic background (projecting) or within (internalised racism or colourism).¹³

ACADEMIC

Decline in academic performance or school community extra-curricular activities, frequent lateness, absence, or risk of exclusion.

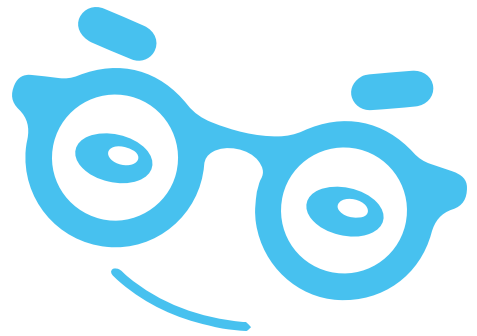
FRIENDSHIP

Loss or avoidance of usual friendship or peer groups, exclusion, or concern spending time with those from different ethnic backgrounds.

¹¹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6172152/>

¹² <https://www.runnymedetrust.org/blog/addressing-racist-bullying-in-schools>

¹³ <https://www.mind.org.uk/information-support/tips-for-everyday-living/racism-and-mental-health/#InternalisedRacismAndInternalisedColourism>



AVOIDANCE

Avoiding speaking in their native accent, being in spaces alone without a staff member or where they are a minority, certain places, or situations at particular times.

POSSESSIONS

Missing or damaged valuable possessions or obsession/withdrawal from electric devices e.g., mobile phones or social media.

COMPLAINTS OR REPORTS

Increase in complaints or reporting of incidents (online or offline) from anyone inside or outside of the school community.

Racist bullying can also lead to **racial trauma**. This is the stressful impact and emotional harm that is caused by witnessing or experiencing racism either directly or indirectly. Research has shown it may share symptoms with post-traumatic stress disorder (PTSD).¹⁴

REFLECTION STOP

www.youtube.com/watch?v=GQ5nRoW6vCY

Watch this video. Does it relate to any students or staff within your school community? Does your school signpost resources that help deal with racial trauma?

Write them down or take the time to research some local and national culturally sensitive services.

It's important for teachers to be proactive in recognising racist bullying behaviours rather than reactively. This can help improve communication, promote empathy, and encourage well-rounded support. It can also create a safer environment by reducing the likelihood of racist bullying behaviours getting worse and preventing long-term effects.

¹⁴ <https://psycnet.apa.org/fulltext/2019-01033-001.html>

RESPONDING TO RACIST BULLYING BEHAVIOUR

So, how can you respond as educators?

BARRIERS TO SEEKING SUPPORT

Young people at The Diana Award felt these were some barriers are to seeking support:

- Shame or embarrassment
- Lack of trust in systems
- Lack of action or relevant support
- Fear of not being believed
- Incident being minimised

If educators are a source of support but young people aren't coming forward because of these barriers, we need to strive to break these barriers. Through looking at our school systems and underlying messaging or inequalities that exist within them, our own biases or changing how we approach incidents we can allow students to feel safe and heard.

SUPPORTING A YOUNG PERSON EXPERIENCING RACIST BULLYING BEHAVIOUR

RECOGNISE

- Review previous sections of the guide. Continue your learning and education around microaggressions, impact, racial trauma and any warning signs. Research into the different backgrounds of the marginalised communities that are in your school.
- Be aware of your own feelings and biases and things such as **Adultification**.¹⁵ Also if you are already occupied, frustrated with something else this could impact the situation.
- With microaggressions, ask perpetrators for clarification on exactly what was meant by a comment or behaviour.

RESPOND

- Stop what you're doing, take a breath, and find a safe and quiet space. If you need to, get support from another member of staff e.g. safeguarding lead or pastoral care, but always communicate your reasoning with the student.
- When a student shares their experience, listen attentively. They might've been dismissed by others in the past, so make sure they feel heard. Don't talk over them – it can cause additional distress and discourage them from reporting similar incidents in future.
- Engage with what the student is saying through validation (including non-verbal communication) and asking questions. Clarify details by reflecting back what they said and make sure to take notes. This helps to accurately document it for incident logs or reporting procedures and establish how to deal with the situation.
- If you don't know what to say immediately, that's okay. Don't try to fill silences with trying to relate to them where you may not. Avoid belittling or dismissing feelings - experiencing racism and racist bullying is painful and shouldn't be undermined.
- Acknowledge how much courage it takes for a student to come forward whether they are the target or bystander, so make sure your responses allow them to express their emotions and have a safe outlet but also that they are aware of confidentiality limits.

¹⁵ See further resource section at the end of this guide

- Make sure you address the perpetrator. In some cases, this may need to be separately. Don't just punish but also explain why what they did was wrong. Give the perpetrator a chance to reflect and learn to try and avoid the incident occurring again.

For example, if a young person comes to you complaining that a group of students keep playing with their hair without permission, you have the chance to explain to the perpetrators why it isn't okay to do so, what microaggressions are, and how to improve as they move forward.'

- Inform the student of potential next steps. If you are not the dealing directly with the incident going forward, make sure you explain who this will be.

HELPFUL PHRASES WHEN RESPONDING:

"Thank you for sharing/trusting me"

"I'm sorry that this has happened to you"

"That sounds like a microaggression/racist bullying, I'm sorry you had to experience that, it is not ok"

"What you said is not acceptable behaviour. It is racist/very offensive to X because X"

"Do you feel safe and comfortable talking about this right now"

"Can I just check you said X, is this what you meant?"

"I'm just taking a moment to think and process what you have said"

"I'm just going to take notes so I can make sure I remember everything accurately"

"I will have to discuss this incident with X, this is only to ensure your safety and for us to investigate and act. Does that make sense?"

"I will update you with next steps because it is important you are informed"

"Do you feel safe in the class or playground with the perpetrators"

"How can I best support you? Is there anything you need right now"

"How do you think your behaviour has impacted the target?"

SUPPORT

- Make sure someone is following up with the target and perpetrator or check in with them. Often those from marginalised backgrounds experience no action being take and feel powerless, so it's important to encourage **self-advocacy**¹⁶ where possible.
- Find out what support system the student already has in place. Consider an action plan - let them know what support that can be offered and check in so they know you are actively supporting them.
- Signpost the target or perpetrator to relevant services that may be beneficial. Where possible, make sure these are culturally specific.
- If the incident needs to be passed on to externally e.g., the police, acknowledge that marginalised communities often can distrust services/authorities due to past negative encounters. Ask if they would like someone, they trust present when talking to anyone else about the incident.
- Seek support for yourself especially if you are from a similar background. Make sure you do things to support your own wellbeing. You cannot pour from an empty cup.

16 <https://www.antibullyingpro.com/resources/tips-for-self-advocacy>

SAFEGUARDING

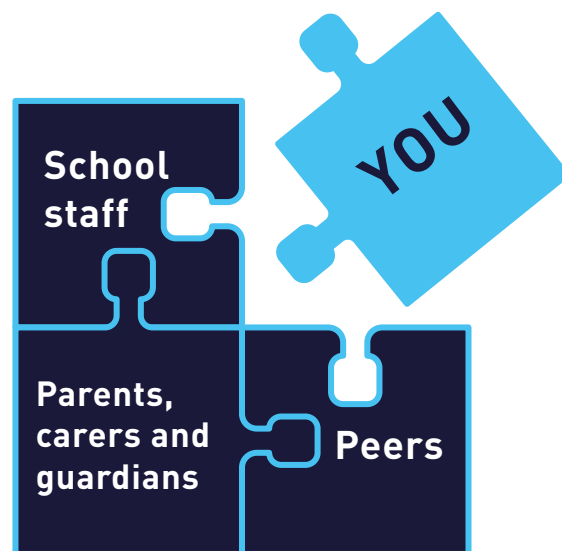
Safeguarding is everyone's responsibility. Racist incidents should be taken very seriously, it's important that incidents are reported in a timely and detailed manner according to your school's policy. When supporting students, it is important to be aware of your biases, intersectionality, develop cultural competency and engage in a sensitive and reflexive way.

For more culturally competent safeguarding advice see our Further Resource section.

TAKING ACTION TO CREATE CHANGE_

Whilst we encourage students to tackle racist bullying behaviour through campaign work, it is important as educators you are also taking action this by improving anti-racist policy and practices.

It is vital to adopt a **whole school approach**, which includes **co-production**. We will share how all 'pieces of the puzzle can be involved'.



WITH STAFF

Introduce

Define what policy is and the importance of an anti-racist policy within your school. This can be done through various methods, such as written stories, videos, art, and social media. If you also do this with your students, this creates a whole school approach to anti-racism. Review how your policies can impact diverse backgrounds e.g., uniform, hair, reporting incidents and re-write them if you need. Senior leadership teams should be actively invested in this process.

Diversify

Although not currently mandatory within all school curriculums. For example within history lessons. You could also incorporate diverse authors, and perspectives into every subject area, ensuring a well-rounded anti-racist education. It is sometimes referred to as decolonising the system.

Interact

Organise workshops where students, teachers, and school community members can come together to brainstorm and discuss ideas for an anti-racist policy. These events should be interactive and encourage participation to ensure co-production is the foundation to creating this policy.

Reflect

Teachers who are involved in creating an anti-racist school should also be actively using reflection as a way to challenge their own behaviours, ideas and positions of power. This can be facilitated with quarterly or monthly reflective sessions with educators and following anti-racist organisations. This ensures that when policies are reviewed less bias is present and a communal agreement on how incidences will be dealt with. That may be challenging **common myths**,¹⁷ researching or creating a whole school approach as to how incidences should be reported.

¹⁷ <https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach>



WITH STUDENTS

Engage

Co-producing with students is vital for a comprehensive antiracist policy to be created. Involve student councils, anti-bullying or diversity groups or even those outside these spaces. Think of interactive ways to hear students' voices. They could work with you (not for you!) to organise events, awareness campaigns, and projects to support the policy.

The attendance and commitment of students who participate in creating an anti-racist policy may differ. Educators should manage expectations clearly.

Communicate

Sharing your thoughts with the wider student community needs to be respectful, considerate and creative. Listening to young people is also vital and ensuring that their experience of racism is not being invalidated. Also ensuring ways in which these young people are supported in a more culturally competent way rather than a blanket approach.

Create

Design a school website, portal or space dedicated to the anti-racist policy. Include educational resources, personal stories, and a platform for reporting incidents of racism. This empowers students to actively engage with the policy.



WITH PARENTS

Seek

Co-production does not end with young people, involving their parents through feedback forms or forums allows for different perspectives to be heard on what works well and what may need to be done differently. You may not reach a consensus on everything but parents may appreciate that you are considering their perspectives and want to improve. You could ask a parent governor to advertise and share this with your school community.

Share and support

As educators, be vocal. Explain how racist incidents will be dealt with and link this to your school's ethos and values to set the standard. Throughout a reporting process be supportive and believe the first-hand accounts that young people and their families share with you. Outline how parents, carers or guardians will be contacted if incidents do occur and what your complaints process is.

But, what if we get our policies wrong?

The reality is that you won't get it completely right the first time around. We all have seen accounts of schools where exclusionary policies led to incidents have been reported in the media which has impacted their community and beyond. But, what's important is what happens afterwards. Do you avoid, or acknowledge and apologise? Do you think you are the experts, or do you seek guidance and support to be better informed. Do you act once and forget, or evolve anti-racist practice over time?

What will set you apart is continually evolving and taking action until anti-racism is embedded within your school community. It is not quick or easy but is definitely possible!

This section was developed in conjunction with our Young Changemaker Co-Producer, Naomi

SCENARIOS

To provide you with further understanding we have provided some scenarios we use with young people during training. We recommend you use these as an activity with your group of educators. You can also reflect on these within your own time.

ABDUL

Abdul, a bright and friendly 13-year-old Bengali boy, decided to download TikTok. As he explored the app, he came across lots of cooking content, which was his favourite hobby. He found himself inspired to share his cultural heritage on his account, along with stories about his family's traditions and delicious recipes. He quickly gained popularity, but also received many hateful comments. On Abdul's posts, people wrote things like, "Why don't u eat 'normal' food?" and "No one cares bout the stories from the weird place u are from" These comments deeply hurt Abdul, making him feel sad. It seemed that he couldn't avoid the persistent negativity; every time he opened the app, a mean comment awaited him.

Abdul's friends tried to support him, but the hurtful comments on TikTok continued. This affected Abdul's self-esteem, and he began to doubt himself. He lost his enthusiasm for sharing his culture, fearing more hurtful comments. Abdul's mental health deteriorated. He started withdrawing from social media and closed his TikTok account, even though he loved creating videos. His grades in school suffered, and he felt increasingly isolated and depressed.

KIYANA

In a school hallway as students hurry to their next class, Kiyana, a 15 year old Jamaican student, reads school work to check it before her next class. She wears a traditional braided hairstyle that her grandmother taught her. As she passes a group of classmates, one of them, Jason, a 16-year-old student says "Hey, Kiyana, are the things in your hair like one of those good luck charms?". Kiyana felt a bit uncomfortable as she knows Jason is describing the accessories in her braids. Although Kiyana feels frustrated, she responds politely, "Oh, it's not really a good luck charm." Jason replies "Yeah, yeah, I get it, I have other friends who have hairstyles like that. Like, it's your little 'Jamaican thing,' right?". Whilst saying this Jason extended his hands to touch her hair without consent but Kiyana swerves and says "Don't touch my hair" then walks off quickly. The other students watched this interaction but don't say or do anything.

YUUSUF & AYAAN

Yuusuf (boy) and Ayaan (girl) are 11 year old twins who just moved to the UK from Tunisia. It is their first day of school and Yuusuf and Ayaan are nervous. Adjusting to UK culture has been difficult for them, as it is so different from their own. They've also noticed that there are not a lot of people in their school that look like them and, since arriving in the UK they have only had a short amount of time to learn English but are trying their best to communicate with others. At lunchtime, Yusuf and Ayaan are approached by another student who asks where they are from and why Ayaan is wearing a headscarf. Ayaan was nervous so she didn't answer the boy because she remembered her father said not to cause any trouble, so they could remain safe in this country.

Throughout lunch, the boy constantly troubled Ayaan by touching her headscarf and when the final bell rang, he pulled it off and ran off to his next class laughing. Ayaan was left standing next to her brother, humiliated, whilst Yuusuf was angry at himself for being unable to defend his sister.

Scenarios were developed in conjunction with our Young Changemaker Co-Producers, Aaliyah, Crown, Elliot, Ibrahim, and Naomi.

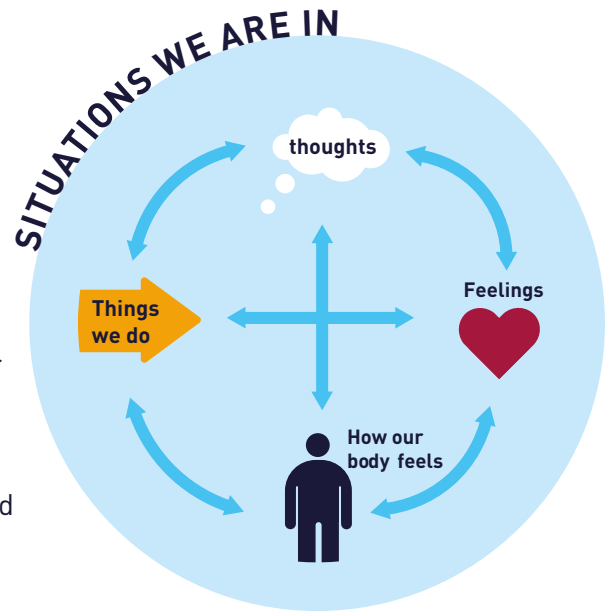
SIPHO

Sipho is a 12-year-old student with South African heritage. They really enjoy going to school, learning, and made lots of new friends last term who they now hang out with.

For their lunch, Sipho takes a tub of mieliepap (a South African savoury porridge, made with maize meal instead) with stewed vegetables. One day their friends at school asked them about their lunch and they were excited to show them their food. They said “ew that looks like mashed potato” and laughed. Sipho said “actually mieliepap isn’t the same as mashed potato”, but their friends said it was hard, nasty and smelly and asked, “why would you ever want to eat that?”. Some of them even whispered loudly “Sipho must ‘smell bad too”.

Sipho tried to explain that it is a traditional dish his family has that is often eaten with your hands. They laughed at them and called them weird. This carried on each day, and they would tell Sipho that if wanted they wanted to continue being friends with them, he should eat ‘normal food’.

Sipho was so worried about eating lunch at school in front of anyone. They couldn’t tell their family at home, because they knew their parents were doing their best and this was what they could afford, plus they liked their cultural food. So, they would take their lunch to school but leave it in their bag but on the way home, they would put it in the bin. But things didn’t change, they would still call Sipho names and laugh. Sipho became very tired because they hadn’t been eating lunch, couldn’t focus well during their lessons and didn’t have the energy to play football during breaktime. They felt very sad and didn’t know what to do.



REFLECTION STOP

Use any of the URR sections, further resources in the guide or external research for support.

- What type of racist bullying behaviour or associated behaviours is this?
- What is the identity, culture, or ethnicity of the target(s). Why this community often targeted? Consider the wider structures and systems in society that perpetuate racism, could this have an impact on the target(s)
- Using the diagram above, try to determine the impact on thoughts, feelings, physical symptoms, and behaviour for the target(s)
- How would you respond as an educator if the target(s) or other students came to you for support? Write down a plan of action, biases to highlight and avoid.
- How would you address the perpetrator? Don’t just think about sanctions but allowing them to reflect on their behaviours
- How could you address these issues with the wider school community if these issues were a theme in your school?

Use the responding or further resource section in this guide for support.

BONUS

- How can you make sure you are looking after your wellbeing as an educator or being an ally to other educators who are from a diverse background?
- How can you encourage and challenge other educators to create a diverse, equitable and inclusive school community?

FURTHER RESOURCES_



In conjunction with this guide, we would also encourage you to continue to learn, develop and challenge yourself and others within your school community around anti-racist work. Additional resources can be found in our **Anti-Bullying Resource Centre**.¹⁸

We've also included some trusted organisations where you can find further information, resources, and support to suit your learning styles:

- **Education Support**¹⁹
- **Diverse Educators**²⁰
- **Schools in Mind Network**²¹
- **Black Minds Matter UK**²²
- **BLAM UK**²³
- **Show Racism the Red Card Education Hub**²⁴
- **Resources – Everyday Racism**²⁵
- **Not So Micro**²⁶
- **Micropedia of Microaggressions**²⁷
- **Racism and Mental Health – MIND**²⁸
- **A Guide to Understanding Racial Trauma – Spark & Co**²⁹
- **Anti-racism charter: Framework for developing an anti-racist approach – National Education Union**³⁰
- **Racist and faith targeted bullying: Top tips for schools – Anti-Bullying Alliance**³¹
- **School and College Resources – Anna Freud**³²
- **Racism and Mental Health in Schools Podcast Series**³³
- **DARPL – Bitesize Courses**³⁴
- **Book: I Heard What You Said – Jeffrey Boakye**³⁵
- **Book: How to Build Your Anti-Racist Classroom – Orelene Badu**³⁶
- **Book: Black Lives are Beautiful: 50 Tools to Heal from Trauma and Promote Positive Racial Identity**³⁷
- **Safeguarding children who come from Black, Asian and minoritised ethnic communities – NSPCC Learning**³⁸
- **Responding to the Adulthood of Black Girls in secondary education – National Education Union**³⁹

18 <https://www.antibullyingpro.com/resources>

19 <https://www.educationsupport.org.uk/>

20 <https://www.diverseeducators.co.uk/race/>

21 <https://www.annafreud.org/resources/schools-and-colleges/schools-in-mind/>

22 <https://www.blackmindsmatteruk.com/resources>

23 <https://blamuk.org/>

24 <https://theredcardhub.org/>

25 <https://www.everydayracism.co.uk/resources>

26 <https://linktr.ee/notsomicro>

27 <https://www.themicropedia.org/>

28 <https://www.mind.org.uk/information-support/tips-for-everyday-living/racism-and-mental-health/#RacialTrauma>

29 <https://www.sparkandco.co.uk/guide-understanding-racial-trauma>

30 <https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach>

31 <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/racist-and-faith-targeted-bullying/racist-and>

32 <https://www.annafreud.org/resources/schools-and-colleges/>

33 <https://www.annafreud.org/resources/schools-and-colleges/talking-racism-and-mental-health-in-schools-podcast-series/>

34 <https://darpl.org/courses/>

35 <https://www.jeffreyboakye.com/i-heard-what-you-said>

36 <https://uk.sagepub.com/en-gb/eur/how-to-build-your-antiracist-classroom/book279620#contents>

37 <https://www.routledge.com/Black-Lives-Are-Beautiful-50-Tools-to-Heal-from-Trauma-and-Promote-Positive/Steele-Newton/p/book/9781032117423#:~:text=Black%20Lives%20Are%20Beautiful%20is,community%2C%20and%20promoting%20Black%20empowerment.>

38 <https://learning.nspcc.org.uk/safeguarding-child-protection/children-from-black-asian-minoritised-ethnic-communities>

39 https://neu.org.uk/sites/default/files/2023-08/NEU2971%20Adulthood%20of%20Black%20girls%20report%20v3_0.pdf

FREQUENTLY ASKED QUESTIONS_

Where I can I learn more about the Respect Project?

You can find out more information here diana-award.org.uk/anti-bullying

How can I find more about the Young Changemakers Programme?

You can visit our webpage here diana-award.org.uk/changemakers

As an educator wanting to tackle racist bullying behaviour, where can I start?

You're here reading this guide and that's a great start! We encourage you to be intentional and not to view anti-racist work this as one-time effort. Continue the doing the work by protecting time to self-reflect using information, scenarios, and further resources in this guide. Consider forming groups or spaces within your school community with staff of a variety of levels and discuss shared goals regarding anti-racist work to begin with.

Are there any groups or spaces I can join?

You can explore our **webinars for educators**,⁴⁰ join a community of educators via our **Educators Anti-Bullying Facebook Group**⁴¹ or join groups such as the **Anti-Racist and Faith Targeted Bullying Group**⁴² run by Anti-Bullying Alliance.

To conclude, we asked young people who work with us at The Diana Award what educators could do better to support them in relation to experiences of racism and inequality.

They shared their thoughts below:

"HAVE AN OPEN MIND AND EARS TO LISTEN TO SUCH STUDENTS WITHOUT ANY CONCLUSIONS OR JUDGEMENT"

"TEACHERS NEED TO BE TRAINED TO BE ABLE TO SUPPORT SUCH STUDENTS"

"BE SOMEONE THEY CAN SPEAK AND VENT TO"

"GET EDUCATED ON RACISM AND MICROAGGRESSION. REALLY UNDERSTAND THE ISSUES AND OFFER EMOTIONAL SUPPORT"

"BE MORE SENSITIVE TO THEIR [THE TARGETS] BEHAVIOURS. QUESTION WHY THEY ARE BEHAVING A CERTAIN WAY"

"LISTEN AND ACTUALLY TAKE ACTION"

"OFFER THE OPPORTUNITY TO GET MENTAL HEALTH SUPPORT"

"ACKNOWLEDGE THAT RACISM HAS AN IMPACT ON A STUDENTS ACADEMIC PERFORMANCE"

"UNDERSTAND WHAT RACISM IS [INCLUDING THE SUBTLE FORMS], IT IS NOT JUST SHOUTING AT SOMEONE ON THE STREET"

"BEING COMPASSIONATELY CURIOUS. DON'T JUST ASK QUESTIONS ABOUT THE SITUATION BE CURIOUS ABOUT HOW YOU CAN HELP AND WHAT ISN'T HELP"

"PROVIDE SPACE AND ENCOURAGE MINORITISED COMMUNITIES TO PIONEER SOLUTIONS WITH YOU WITHOUT LEAVING THE RESPONSIBILITY ALL ON THEM"

"NOT UNDERESTIMATING ME OR MY ABILITIES BECAUSE OF MY RACE"

"ACKNOWLEDGE THE IMPACT AND EXISTENCE OF STRUCTURAL INEQUALITIES TOO"

40 <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying/events/anti-bullying-webinar-series-for-educators>

41 <https://m.facebook.com/groups/educatorsagainstbullying/>

42 <https://anti-bullyingalliance.org.uk/aba-our-work/our-other-programmes/anti-racist-and-faith-targeted-bullying-group>

WITH THANKS_

To our team of Young Changemaker Co-Producers and Not So Micro, it has been a privilege to work with you. Your lived experience and voices are always valued. Visit diana-award.org.uk/meet-the-co-producers for bios and to learn more.

To our funder Spirit of 2012, participating schools, Young Changemaker team, wider Diana Award staff and external supporters - thank you for being open, honest, and championing this project. It has allowed us all to take steps to tackle racist bullying behaviour, respect diversity and promote inclusion. You truly have made a difference and held the belief that young people do have the power to change the world.

If you have any questions, suggestions or would like to get involved please email us at respect@diana-award.org.uk or changemakers@diana-award.org.uk



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