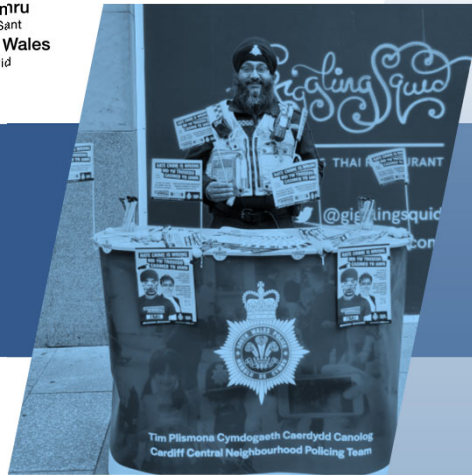




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Valuing Diversity & Inclusion

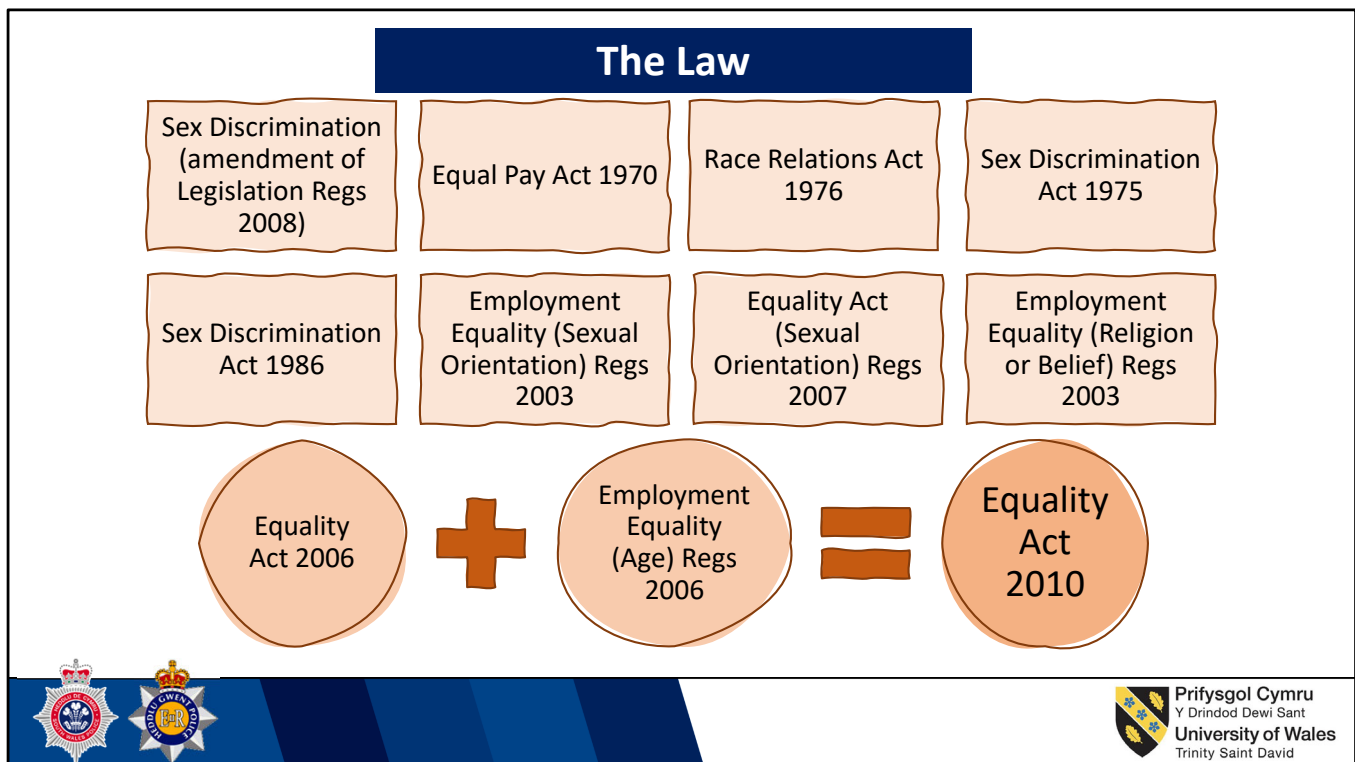
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By the end of this lesson, you will be able to:

1. **Define** terms such as 'ethics' | 'diversity' | 'equality' | 'human rights' | 'Racism' | 'bias' | 'prejudice' | 'discrimination' and 'stereotyping' | 'Victimisation' | 'Personal identification biases' and how to identify them | 'Micro-aggression' (covert and overt)
2. **Evaluate** the impact of being a victim of the terms learnt

Note: For the next few hours:

- Be honest
- Draw on personal experiences
- Don't worry about your language or terminology
- Keep conversations in the classroom



Main points of the Equality Act 2010:

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced anti discrimination laws with a single act making the law easier to understand and strengthening protection in some situations.

It provides Britain with a discrimination law that protects individuals from unfair treatment and promotes a fair and more equal society.

After giving an overview of the Equality Act 2010 and the rationale for its introduction, including previous legislation it replaces, trainer to ask:

Q. How are we different?

Trainer to record answers and facilitate a discussion around which of these are most influential. Consideration should be given to protected characteristics, social class, personality, appearance etc.

Before showing PPT slide 3, trainer to ask:

Q. In relation to the Equality Act 2010, do you know what characteristics are protected?

The Equality Act 2010 recognises that people might suffer discrimination and be disadvantaged for many reasons. The Act puts fairness at the heart of society, harmonises discrimination law, strengthens the law to support progress on Equalities and devolves the responsibility for

discrimination to Wales.

The Act consolidates the existing 116 different pieces of equality legislation, which gives people the right not to be treated less favourably. The protected characteristics (strands) will be looked at on the next slide.

The Welsh Language is not part of the Equality Act as it is covered by its own specific piece of legislation.

The Welsh Language Measure 2011

The Welsh Language (Wales) Measure 2011 modernised the existing legal framework regarding the use of the Welsh language in the delivery of public services.

The main points of interest

- The following came into force on the 6th April 2011
- A new integrated General public Equality Duty (that extended the public duties to age, sexual orientation, religion or belief, gender reassignment, also including pregnancy and maternity) The responsibility for these were devolved to Welsh Government.

There is the need to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance Equality of opportunity
- Foster good relations
- Covers employment and the provision of goods and services (covers both staff and the public who access services)
- Covers 8 of the 9 protected characteristics – not Marriage and Civil Partnership
- **** Additional Notes - The Welsh Language Measure includes provision about the official status of the Welsh language and established the office of the Welsh language Commissioner.**
- **The commissioners principle aim is to promote and facilitate the use of the Welsh language and ensure that the Welsh language is treated no less favourably than the English language.**

QTS:- Why is it important as Police Officers we adhere to the equality act?

A:- Apart from everything else it is one of our values set out in the Police Standards of Professional Behaviour (Police Regulations 2012). It says:

Police officers act with fairness and impartiality. They do not discriminate unlawfully or unfairly

QTS:- What will happen if we do not adhere to this?

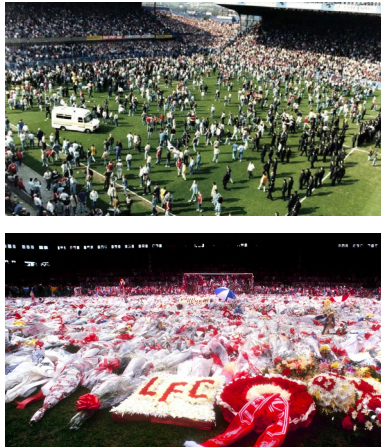
A:- If we get a complaint of discrimination all Police forces will take it seriously and investigate it thoroughly using the IOPC Stat Guidance Document, IPCC guidelines for handling allegations of discrimination (available as a handout). All complaints will start local if appropriate to do so.

All complaint handling should try to resolve and rebuild trust. A resolution focused outcome should:

- Show respect for the complainant's point of view and the value of their complaint – even if there is not enough evidence to uphold the complaint or to find a case to answer for discrimination.
- Give a clear, evidence-based response to the discrimination allegation (as well as other allegations made).

- Give a clear explanation of what the investigation found about what happened and why.
- Openly recognise and apologise for any failings found.
- Take appropriate action in relation to any officer or staff member who has acted inappropriately, including disciplinary action where relevant.
- Show how the individual and the organisation will learn from the complaint to stop the same thing from happening again.
- Reflect on best practice and whether there is anything the officer or staff member could have done differently that would have improved the experience for the complainant. It will sometimes be appropriate for a case to answer for discrimination to be dealt with at the more serious end of the spectrum in terms of disciplinary action. However, in cases where the behaviour is clearly unintentional, it may be appropriate for the response to focus on learning and changing behaviour or attitudes. The IPCC expects that disciplinary panels will have regard for this guidance when considering allegations of discriminatory behaviour.

When We get It Wrong



Trust and confidence. Two words we hear at present in the context of policing. Both are intrinsic to our mission in improving public trust and confidence by ensuring the police are accountable for their actions and equally importantly, that lessons are learned. Discrimination was brought to the forefront of public discourse by the Black Lives Matter movement. More recently, the kidnap, rape and murder of Sarah Everard by a Metropolitan Police Service (MPS) officer has sparked further concerns about misogyny within policing, and violence against women and girls. Both issues go to the very heart of public confidence in policing.

The IOPC gave MPS 15 recommendations to change policing practice after Operation Hotton investigations found evidence of discrimination, misogyny, harassment and bullying involving officers predominantly based at Charing Cross Police Station. The recommendations seek to tackle a range of issues, which if not addressed, can lead to the creation of environments in which unprofessional and inappropriate conduct can thrive and go unchallenged.

Policing in the United Kingdom is by consent, which means the trust and confidence that the public has in the police service is critical. The behaviours were uncovered risked causing serious damage to that relationship. Although the matters we investigated occurred in 2019, we know through independent investigations, the communities we engage with and concerns raised by officers and the wider public, that these were not isolated incidents. Many of the inappropriate messages found during Operation Hotton were exchanged on social media platforms.

HO – Operation Hotton – Learning Report contains examples of messages with language which is offensive – and some may find it upsetting. However, it is important to provide the context for

the public, the MPS and other forces, for why such wide-ranging recommendations were necessary. The recommendations focus on the cultural issues identified and are aimed at ensuring that those who work for the force feel safe with their colleagues, and the communities they police feel safe with those who are there to protect them. The report was important and those officers who were brave enough to speak about their experiences, realising that in doing so they risked further bullying. That took courage. Hopefully this learning report and recommendations will give officers the confidence to come forward in the knowledge that people are listening, and changes will be made. Police forces has to enjoy the trust and confidence of its own officers from diverse communities before it can hope to bridge the gap in trust and confidence with the communities it serves.

It is important to learn where we got it wrong, why we got it wrong and learn from those mistakes.

QTS:- Who can tell me a bit about the Hillsborough Disaster?

Brief Summary of Disaster

On 15th April 1989 a fatal human crush occurred at Hillsborough Stadium between the FA Cup Semi Final Game between Liverpool and Nottingham Forest. Hillsborough stadium had a seating capacity of 40,000, but in a bid to ease overcrowding by the entrance turnstiles, the gate was ordered to be opened leading to an influx of people resulting resulting in the fatal crushing of 96 individuals and injuring 766 others.

In the following days In the following days and weeks South Yorkshire Police fed the press false stories suggesting that football hooliganism and drunkenness by Liverpool supporters had caused the disaster. Blaming Liverpool fans persisted even after the Taylor Report of 1990, which found that the main cause was a failure of crowd control by SYP. Following the Taylor Report, the Director of Public Prosecutions ruled there was no evidence to justify prosecution of any individuals or institutions.

The first coroner's inquests into the Hillsborough disaster, completed in 1991, concluded with verdicts of "accidental death" in respect of all the deceased. This was not accepted by families and was re-opened. In 2009 a Hillsborough Independent Panel was formed to review the evidence. Reporting in 2012, it confirmed Taylor's 1990 criticisms and revealed details about the extent of police efforts to shift blame onto fans, the role of other emergency services and the error of the first coroner's inquests. The panel's report resulted in the previous findings of accidental death being quashed, and the creation of new coroner's inquests. The second coroner's inquests were held from 1 April 2014 to 26 April 2016. They ruled that the supporters were unlawfully killed owing to grossly negligent failures by police and ambulance services to fulfil their duty of care.

QTS:- Why does this disaster matter when it comes to Diversity and Inclusion?

You may wonder how this disaster fits into Diversity and Inclusion but its about how we as Police got it wrong in regards to our and the ethics, empathy and unaccountable for our actions. The Right Reverend James JONES was commissioned to created this report by the then Home Secretary Theresa May. What this report describes as a 'patronising disposition' is a cultural condition, a mindset which defines how organisations and people within them behave and which can act as an unwritten, even unspoken, connection between individuals in organisations. One of its core features is an instinctive prioritisation of the reputation of an organisation over the citizen's right to expect people to be held to account for their actions. This represents a barrier to

real accountability.

Over the last two decades Right Reverend James JONES listened to what the families had endured, a phrase formed in his mind to describe what they have come up against whenever they have sought to challenge those in authority – ‘the patronising disposition of unaccountable power’. Those authorities have been in both the public and the private sectors. The Hillsborough families are not the only ones who have suffered from ‘the patronising disposition of unaccountable power’. The families know that there are others who have found that when in all innocence and with a good conscience they have asked questions of those in authority on behalf of those they love the institution has closed ranks, refused to disclose information, used public money to defend its interests and acted in a way that was both intimidating and oppressive. And so the Hillsborough families’ struggle to gain justice for the 96 has a vicarious quality to it so that whatever they can achieve in calling to account those in authority is of value to the whole nation.

But something that people do not realise in there actions is the hidden consequences which Right Reverend James JONES highlighted. Stating that a recurrent theme that has been present, either implicitly or explicitly, in many personal conversations that he have had with families and survivors over the past 20 years. It is one that they have often been reluctant to raise not least because of public and political indifference to the subject and perhaps out of fear that it would add to the lack of empathy that they experienced. The disaster, the aftermath, and the struggle to be heard for over quarter of a century have had an adverse effect on the mental and physical wellbeing of both families and survivors. Depression, marital breakdown, family division, mental illness, unemployment, premature death and even suicide have featured in the Hillsborough narrative. Hopefully society’s increasing awareness of the issues of mental health will lead to a more sympathetic understanding of what they have endured. People talk too loosely about closure. They fail to realise that there can be no closure to love, nor should there be for someone you have loved and lost. Furthermore, grief is a journey without a destination.

So remember what you learn in this lesson as our actions and the actions of others have huge effects on the lives of those around us and of our organisation. Diversity and Inclusion include such terms as: Equality, Ethics, Equity and Human Rights

Terminology

Diversity
Inclusion
Equality

E
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i
c
s

Equity
Human
Rights



Group Task:

Trainer to split class into groups, each group to look at the six words and discuss what those words mean to them and their definition. Trainer will then ask the groups to discuss them with the rest of the class.

Ethics

Moral principles that govern a person's behaviour or the conducting of an activity. Different professions have different ethical standards such as the legal professions. Ethical standards of a lawyer are supposed to defend anyone's case if there is merit or for appropriate trial. i.e. if a lawyer is defending theif, Terrorist, murderer, then there conduct will not be considered unethical. Although, they shouldn't defend in an inappropriate way through wrong facts.

In Policing we have our own code of ethics which are our guidelines. These are otherwise known as professional ethics. It's the professional ethics that determine the extent of professionalism a person or group displays in an organisation. People may confuse ethics with values, but these are very different from each other.

Diversity

the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations (protected characteristics). We explore this in more detail through out the lesson.

Equality

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability. Equality recognises that historically certain groups of people with protected characteristics such as race, disability, sex and sexual orientation have experienced discrimination.

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. We will look more into the Protected Characteristics and the Law in this lesson and coming lessons.

Human Rights

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination. This will be discussed more in your Human Rights Lesson.

Inclusion

Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life. It's about Inclusion should aims to remove the barriers that create undue effort and separation. Enabling everyone to participate equally, confidently, and independently in everyday activities.

Despite often being used interchangeably, the terms diversity and inclusion indicate different efforts. Diversity efforts can often be focused on representation while inclusion practices tend to be more about how to help groups feel as if they belong.

Equity

Simply put equity is the quality of being fair and impartial. The terms equity and equality sound similar and can be confused to being the same term. However, this could not be further from the truth. The implementation of one versus the other can lead to dramatically different outcomes for marginalised people.

Remember equality means each individual or group of people is given the same resources or opportunities. Equity recognises that each person has individual needs and no one situation is always the same. Therefore, will allocate resources to differently depending on the different persons needs to ensure that they all reach an equal outcome.

For example two people of varying heights are tasked to pick all the apples from a tree. The apples they pick they get to keep. They are both given a 3-rung ladder (this is equality). The taller person is more likely to pick the most apples which ultimately is un-fair. Whereas if you were to give the shorter person a taller ladder to allow them to have the same reach as the taller person, this would be Equity and ultimately give them the same opportunities making it fairer.

NB.

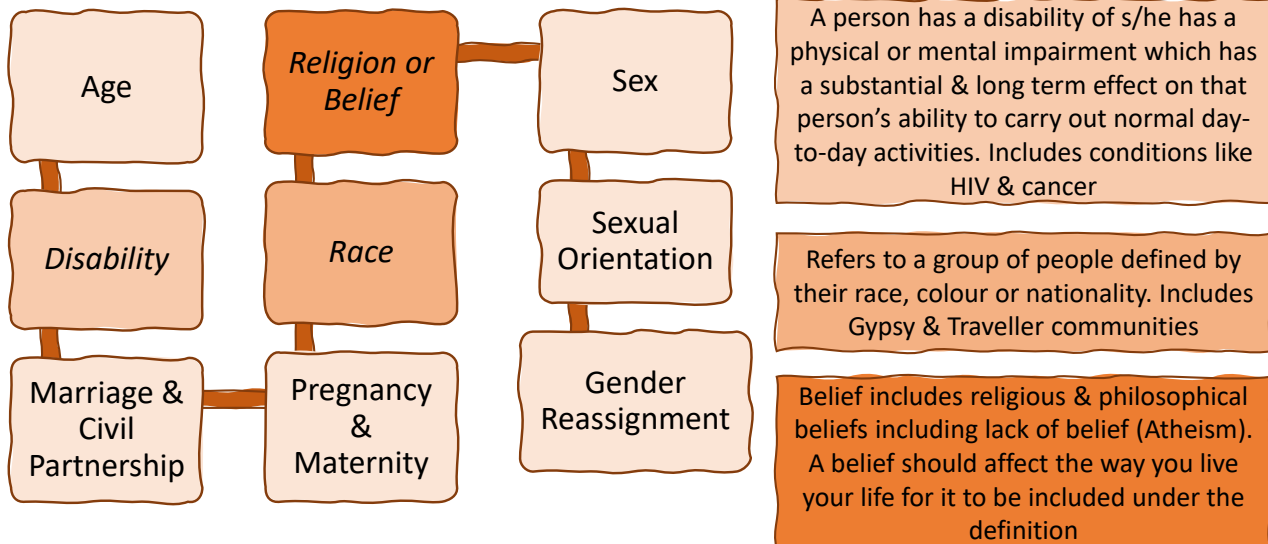
In today's society, more value is being placed on equity, inclusion, and diversity, including in law enforcement. Having more transparency and accountability in policing directly impacts the community-police relationship and can help mitigate criminal activity and reduce recidivism.

Diversity and inclusion is integral to everyone's continuing professional development within policing. We police by consent and it's important for us to be representative of the communities we serve and support. There are many tangible benefits to policing, including:

We are better able to identify with and understand our communities, helping to reduce crime and stop minority communities from being exploited.

Diverse teams make better decisions and research suggests that there are benefits in having teams that have a good mix of outlooks, including significantly better decision-making and increased productivity and creativity.

Equality Act 2010: Protected Characteristics



QTS – How are we different? Boardblast

QTS – In relation to the Equality Act 2010, do you know what characteristics are protected?

The Equality Act recognises that people may suffer discrimination and be disadvantaged for many reasons.

The Equality Act covers the same groups that were protected by existing Equality legislation. These groups are called protected characteristics.

There are 9 protected characteristics as highlighted in this slide. Everyone in Britain is protected from discrimination because of the protected characteristics that we all have.

Intersectionality

Intersectionality is a new concept which states the ways in which systems of inequality based on the 9 protected characteristics and other forms of discrimination “intersect” to create unique dynamics and effects. For example, when a Muslim woman wearing the Hijab is being discriminated, it would be impossible to dissociate her female identity from her Muslim identity and to isolate the dimensions causing her discrimination.

All forms of inequality are mutually reinforcing and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another. For example, tackling

the gender pay gap alone – without including other dimensions such as race, socio-economic status and immigration status – will likely reinforce inequalities among women.

Intersectionality brings our understanding of systemic injustice and social inequality to the next level by attempting to untangle the lines that create the complex web of inequalities. It is also a practical tool that can be used to tackle intersectional discrimination through policies and laws.

In theory it is easier to focus on dimension of equality at a time but in practice it's not. The processes of exclusion and discrimination occurring within movements may not be intentional, but they produce further systemic and structural inequalities.

While groups such as “women”, “gays”, “lesbians” and “people of colour” are heterogeneous and diverse, the narratives and archetypes representing these groups are not. Instead, the interests, stories, and images that prevail are the ones of those who hold the greatest political, economic, and social power. As a result, the rights, interests, and voices of minorities within these categories tend to be overlooked and marginalised.

Without an explicit intersectional approach, equality and anti-discrimination policies will tend to reproduce the discrimination patterns they seek to address because processes of structural discrimination permeate all areas of society, including the fields of anti-discrimination and social justice.

Types of Racism

Racism

Is the belief that certain races are superior or inferior to others, and it can manifest in discriminatory behaviour or practices.

Institutional Racism

Refers to the ways in which social institutions (e.g. government, education, employment, Police) perpetuate racial inequality through policies, practices and 'norms' that are disproportionately harmful.

Structural Racism

Refers to the ways in which social structures create and maintain racial inequality through laws, policies, practices and 'norms' Often operating at institutional and cultural levels, and can result in the unequal distribution of resources and opportunities.

Systematic Racism

Refers to the ways in which racial prejudice is built, into the social, political and economic systems of a society, leading to the unequal treatment and opportunities for different racial groups. It encompasses both individual attitudes and actions as well as institutional policies and practices .



QTS: Can you think of any examples of the above types of racism?

Examples:

Institutional racism: "Windrush scandal" in which individuals from the Caribbean who settled in the UK between 1948 and 1971, many of whom were British citizens, were wrongly detained, denied legal rights, and deported by the government. The Home Office had destroyed records of their legal status and the government failed to provide adequate support or compensation. This was a result of a set of policies and practices within the institution of the Home office that disproportionately affected the people of Caribbean descent, and it has been widely acknowledged as an example of institutional racism.

Systematic racism:- "McPherson inquiry", which was established in 1999 to investigate the police handling of the murder of Stephen Lawrence, a Black British teenager. The inquiry found that the Metropolitan Police Service (MPS) was "institutionally racist" and that there were serious failures in the way the investigation was handled, including a lack of action on leads and the failure to properly investigate racist comments made by the suspects. The inquiry also found that the MPS culture was resistant to change and that there were a lack of diversity among the police force and the management. These findings highlighted the ways in which systematic racism was deeply ingrained in the institutions and practices of the Metropolitan Police Service and in the broader society and culture.

Structural racism:- Such an example is around the Grenfell Tower fire of 2017. The fire occurred in a 24-story public housing tower in West London, where the majority of residents were from

low-income and ethnic minority backgrounds. The inquiry found that the fire was caused by a combination of factors including poor building regulations, lack of safety measures and inadequate maintenance, but also highlighted the ways in which race and class were interconnected in the disaster. The inquiry found that the residents, mostly from low-income backgrounds and ethnic minority communities, were not adequately heard or represented by the local authorities and that their concerns were not taken seriously. Additionally, it was found that the tower's residents were disproportionately exposed to the risks associated with the building's cladding and insulation, which was later found to be the main cause of the fire. This example highlights how structural racism intersects with class and how it disproportionately affects marginalized communities.

Another example would be the overrepresentation of Black, Asian, and minority ethnic (BAME) people in the criminal justice system. Studies have shown that BAME individuals are more likely to be stopped and searched by the police, more likely to be charged and convicted, and more likely to receive harsher sentences compared to white individuals who have committed similar offenses. This is not just a result of individual biases or prejudices, but rather the result of systemic factors such as discrimination within the police force, racial bias in the decision-making of prosecutors and judges, and a lack of diversity in the criminal justice system. These systemic issues have resulted in the disproportionate impact of the criminal justice system on BAME individuals, and it is widely acknowledged as an example of systematic racism

QTS: Can you give examples of how Ethnic Minority Communities have contribute and enriched British Culture? (think the arts, sport, politics, science and activism)

Ethnic minority communities, including Black people, have made significant contributions to British culture and society in a variety of ways. One of the most notable examples is in the arts, where Black British artists have made important contributions to literature, music, film, and theatre.

In literature, Black British authors such as **Zadie Smith**, **Bernardine Evaristo** and **Caryl Phillips** have had a major impact on contemporary literature. These authors have explored a wide range of themes and issues, including race, identity, and belonging, and have won numerous awards and accolades. **Zadie Smith's** novels, such as "White Teeth" and "On Beauty" have won multiple awards, and have been widely praised for their wit, humor, and insight. Similarly, **Bernardine Evaristo's** "Girl, Woman, Other" won the Booker Prize in 2019 and explores the lives of twelve different characters, most of whom are Black British women.

In music, Black British musicians such as **Stormzy**, **Skepta** and **Dizzee Rascal** have been at the forefront of the UK's grime and hip-hop scenes. These artists have not only produced critically acclaimed music but also used their platform to raise awareness about social and political issues. Stormzy's song "Vossi Bop" was a commercial success and also was a political statement on the state of the UK and the Grenfell Tower fire. Similarly, Skepta's album "Konnichiwa" won the Mercury Prize in 2016 and was widely praised for its innovative production and socially conscious lyrics.

In film and television, Black British actors such as **Idris Elba** and **David Harewood** have also made major contributions. Idris Elba has had a successful acting career in both the UK and the US,

starring in popular TV shows such as "Luther" and "The Wire," as well as in Hollywood films such as "Thor" and "Beasts of No Nation." David Harewood has appeared in a variety of TV shows, including "Homeland" and "Supergirl" and has been praised for his performances.

In addition to the arts, Black people have also made significant contributions to the field of sports. **Daley Thompson, Linford Christie, and Mo Farah** are some of the most successful British athletes of all time. Daley Thompson won gold medals in the decathlon at the 1980 and 1984 Olympics, while Linford Christie won gold in the 100 meters at the 1992 Olympics and Mo Farah won multiple Olympic and World Championship gold medals in long-distance running.

Black people have also played an important role in politics and activism. For example, British politicians such as **Diane Abbott** and **David Lammy** have been prominent figures in the Labour Party, while the first Black Member of Parliament in the UK, **Bernie Grant**, was elected in 1987. Activists such as the Black Lives Matter UK movement, have played a vital role in raising awareness and fighting against racism.

In addition, Black people, as well as other ethnic minority communities, have also made significant contributions to the field of science, medicine, business and other areas of British society. Black British scientists such as **Dr. Ben Milligan, Dr. Siân Ede, and Dr. Robert Edwards** have made significant contributions to the field of science, while **Dr. Christiana Ofosu-Amaah** became the first Black woman to be appointed as a consultant in the National Health Service (NHS). Black people have also played a vital role in business, for example, **Sir Philip Hampton**, a prominent businessman and former Chairman of Royal Bank of Scotland, is known for his contribution in the field of business.

Impacts of Racism within Policing

People get very **defensive** (when talking about racism)

you **only** got it cause you're **brown**"

not considered a job for an **Asian** female

I didn't tell my **parents** that I was joining the police

I've heard the "**P**" word said in an **open office** - I'm not gonna say it because it **really pains** me.

several race related complaints, in the space of **12 months**, in one of my forces. each one I think could have been **dealt with better**.

It was just a, a kind of a **denial** that it happened, or you **imagined** it, or you're **sensitive**

onus gets put on you: "**Well, what do you wanna do about it?**"

casual racism exists, throw away comments exist

the only Asian female in any department I've worked on any team

We worry about our families

I've got to work **twice, three times** as hard



Trainer to Handout / Email the "Stories" handouts (Ideally as pre-read to the lesson). These stories are true and accounts of serving officers. They highlight the impacts of hate and racism on fellow officers, including the emotional impact and the risk on other family members who may also have been affected/targeted.

****The quotes above are taken from these stories. Quotes continue onto next slide with further notes.****

Impacts of Racism within Policing

I see a lot of **cultural incompetence**

It's been **really difficult**.
I've never felt so
conflicted as a **police officer**, and as a **minority**

being called a **coconut**, from members of the community, **black on the outside, white on the inside**

My **brother** was regularly **chased home** by skinheads, **called names** in the street, **Spat at**,

talking about **race** for some reason, People are either quite **squeamish** or they just **avoid it**, or there's **eyerolling** or there's comments like, **what a waste of time**

called a **traitor** because some people **found it really hard** to see someone who is **non-white** wearing a police uniform

it's **important to speak** to people, with **respect**, treating people with **respect**

the message has got **lost** on people as to why the movement exists in the first place, and it is **to tackle racism and inequality**.

Brexit brought out a lot of, "closet racists". It gave people **carte blanche** to **speak derogatory** about **immigrants**, about **different communities**



Trainer to Handout / Email the "Stories" handouts (Ideally as pre-read to the lesson). These stories are true and accounts of serving officers. They highlight the impacts of hate and racism on fellow officers, including the emotional impact and the risk on other family members who may also have been affected/targeted.

The quotes above are taken from these stories

Trainer to have an open discussion about the quotes on the slide and how the students feel about the stories. Potential discussion question starters:

- Q.** What events recently have occurred that could effect our colleagues and families? (BLM, COVID, George Floyd, Mark Duggin)
- Q.** How could they effect them?
- Q.** How do you feel about some of the comments that have been made to our colleagues?
- Q.** What can we do as a Police family to help / understand?
- Q.** What does "sense of belonging mean to you?

Trainer to move on and to aid the class to discuss Racism in Police and Intricacies associated with 'sense of belonging' to the police family as a black person, including the impact that race may have on the behaviour of others.

NB.

The sense of belonging for a black person in Police can be complex and nuanced. There may be instances where black officers may feel a sense of isolation or discrimination from their

colleagues, which can impact their sense of belonging to the police family. This can be further compounded by negative stereotypes or biases that some officers may hold towards black people. Additionally, black officers may also experience microaggressions or subtle forms of discrimination, which can make it difficult for them to fully integrate into the police culture.

Research has shown that black officers may be more likely to be overlooked for promotions, and less likely to be selected for specialised roles, which can also affect their sense of belonging. Furthermore, the perception of police among black communities, as a result of historical and ongoing experiences of police brutality, racism, and discrimination may make it difficult for black officers to reconcile their identity as both a member of the black community and the police force.

In general, it is important for police departments to actively work to create a culture of inclusivity and diversity, so that black officers feel welcomed and supported, and to address the unconscious bias and racism that may exist within the force.

Police Race Action Plan

Vision

A police service that is anti-racist and trusted by Black people.

What

NPCC and College of Policing are releasing a new police action plan that aims to address the significantly lower levels of trust and confidence among some Black people and the race disparities affecting Black people

What

The legitimacy and effectiveness of UK policing is built on relationships between the police and the public but there are long-standing challenges in our relationship with Black people. Levels of trust and confidence are significantly lower among some Black people and racial disparities exist that we cannot fully explain

How

Our commitments

1. Zero tolerance of racism in policing.
2. Policing will adopt an 'explain or reform' approach to address the negative impact and outcomes experienced by Black people.
3. We will increase the awareness and understanding of every officer and member of staff of racism, anti-racism, Black history and its connection to policing through introduction of a mandatory programme of training for all police officers and staff.
4. The development of a representative workforce.
5. Policing will increase the involvement of Black communities in its work and improve support to Black victims of crime. Enable Black people to have their voices heard, raise concerns, work on solving problems in their community and provide feedback and improve support to Black victims of crime

Outcomes

- Protecting the public
- Increasing confidence
- Being recognised as an anti-racist organisation
- Improving lives of Black officers and staff

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This leads nicely to the Police Race Action Plan. A plan that sets out changes needed to become an anti-racist police service. As such both SWP and GWENT welcomed the launch of a new police action plan to address race disparities affecting Black people and change a legacy of distrust.

Created jointly by the NPCC and College of Policing and supported by the Police Federation, the Police Race Action Plan sets out several commitments and actions that will help us to build an anti-racist police service.

Chief Constable Pam Kelly of GWENT, who leads nationally on the 'Culture and Workforce' workstream as part of the plan, said:

"This is an important step to address the lower levels of trust and confidence among Black people and the race disparities they face within policing. Policing is more inclusive, more diverse and more reflective of our communities than we have ever been but equally it still contains racism, discrimination and bias. We are entrusted with powers on behalf of the public and as such, we must ensure that they are used in a fair and just way that secures trust from all communities. With that trust comes cooperation, dialogue and crucial sharing of information that is essential for us to tackle crime. Trust is far too low among Black people, and we are less effective because of it. Building trust with Black people will mean better policing for all."

South Wales and Gwent Police are both 'Icebreaker' forces for the NPCC Police Race Action Plan and all Chief Constables and Commissioners in Wales have also signed up to support implementation of the Criminal Justice in Wales Antiracism Plan.

In South Wales Police both of these plans have been incorporated into own existing Joint Race Equality Plan, which our 'Lets Talk about Race' programme is a part of.

QTS: Why is there a need for a Race Action Plan?

A: There are long-standing challenges in policing's relationship with Black people and racial disparities that exist that we cannot fully explain. As a result, levels of trust and confidence are significantly lower among Black people. This means we must go further and tackle racial disparities proactively and become anti-racist.

Clearly policing is not unique in having issues of racism, bias and discrimination – it is a society-wide problem - but given our powers and essential role in society the standard for policing must be higher.

Focus on Black communities and people?

Several data sources tell us that Black people are more likely to be treated differently. Low levels of trust for police also affects our ability to protect and reassure Black communities effectively.

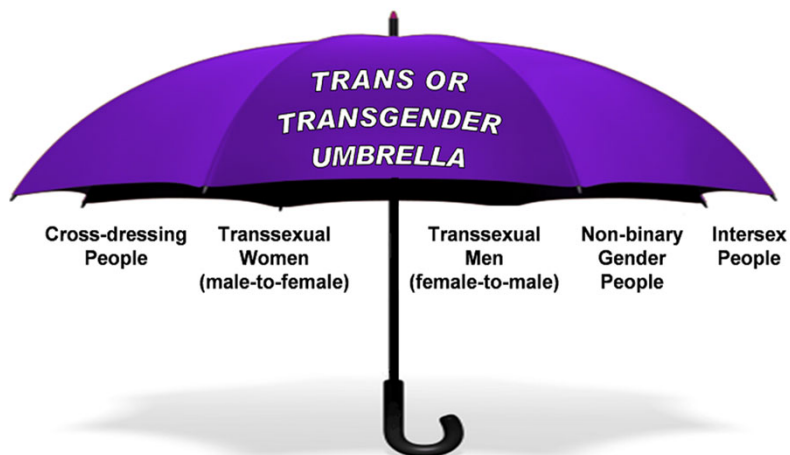
The Police Race Action Plan, therefore, focuses on improving policing for Black people. When we say Black people, we mean Black African, Black British, Black Caribbean, Black Other and Mixed Black backgrounds.

Disparities also exist in policing's relationships with other ethnic minorities, including the UK's Asian communities and Gypsy, Roma and Traveller communities. These issues are not intended to be minimised and the plan is in addition to ongoing efforts to ensure that policing is inclusive and fair to all, and that concerns from minority or under-represented groups are acted on.

For more information the full action plan can be found at:

<https://assets.college.police.uk/s3fs-public/Police-Race-Action-Plan.pdf>

The Transgender Umbrella



The Trans Umbrella – This is a term used for someone whose self identification, anatomy, appearance, manner, expression, behaviour and / or how others perceive them challenge traditional societal expectations of gender expression and designated birth sex.

Through discussion and Q&A trainer explores gender and sexual identity:

- Gender as a social construction
- Stereotypes
- The transitioning process
- Scenarios where gender identity impacts on police response
- Differences between sexual orientation, gender identity, expression and biological sex
- Legislation around the Gender Recognition Act and police searches
- Misgendering
- Vulnerability and sensitivities relating to LGBTQI+ people
- Lauren's story – a video clip of Lauren, a trans woman, and her experiences with the Police

The Gender Binary is the assumption that all people are one of 2 genders – male and female. People who identify as male or female identify as a binary gender since they identify with a gender within the system of the gender binary.

A non binary person simply identifies with a gender that is not male or female. Whilst they

can identify with aspects of either gender, they can also have an identity outside the binary which can change and evolve over time. Non binary can mean different things to different people.

The Genderbread Person

by www.ItsPronouncedMetrosexual.com

Identity
Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Orientation
Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Expression

Sex
Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Gender Identity
Woman Genderqueer Man

Gender Expression
Feminine Androgynous Masculine

Biological Sex
Female Intersex Male

Sexual Orientation
Heterosexual Bisexual Homosexual

read more

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Explore gender and sexual identity.

The Genderbread person is a visual representation used to help people understand the complexities of Gender.

It has been used in various forms by Gender Educators for decades. This version was created by Sam Killerman in 2018.

Identity, Orientation, Expression, Sex – We can think about these as existing continuums. A lot of people see themselves as existing between 0 and 100.

Gingerbread Cookie (7mins14secs) - Added Value

The video explains the above slide. LGB? Transgender? Straight? Non-Binary? How is this all interconnected? The Genderbread Cookie shows you how all the different aspects of you gender and sexual identity work. The Genderbread Cookie is the international standard to explain the complexity of gender and sexuality.

Mis-gendering

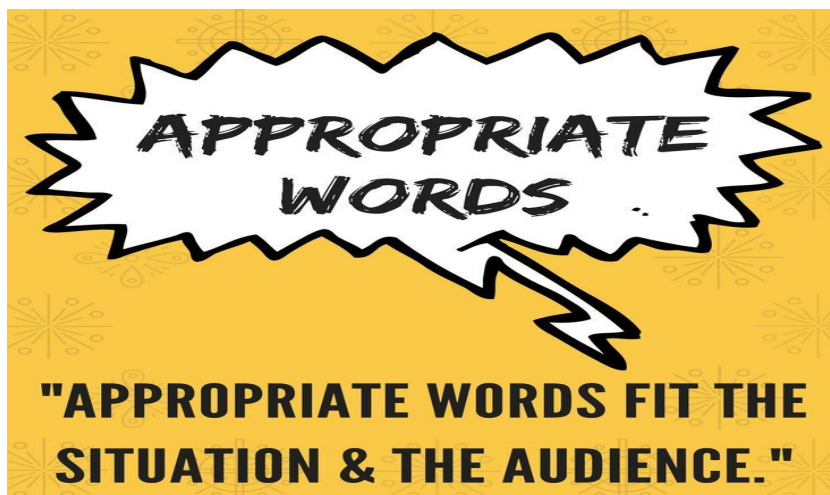
“For a Trans woman to be called “sir” or ‘he” or for a Trans man to be called “miss” or “she” may seem to the outsider to be of little consequence, but to a Trans person it says “your struggles are worthless,” “you don’t deserve respect” or worse, “freak.”

On good days we can perhaps cope when family & friends get it wrong, perhaps even understand, but on bad days it can be the thing that breaks us: & if we are calling the police, it’s a bad day!”



Play You Tube video – Laurens story (5 mins 22 seconds)

Quick Quiz



Language Quiz – students to complete a language quiz in pairs or small groups, discussing terminology, context and appropriateness. Quiz discussion should include coverage of:

- Medical and social models of disability
- Previous legislation discriminating against gay men (origins of homosexuality)
- Gypsy and Traveller culture and stereotypes
- Students' experiences of contact with different communities
- Concept of vulnerability
- Importance of demographic monitoring
- Examples of unacceptable language

Experiences of People with Protected Characteristics

63% of people think Gypsy Travellers are unsuitable to be teachers and 38% would be unhappy about a close relative marrying a Gypsy Traveller. Nearly 66% of people strongly disagree that they would have no objection to a Gypsy Traveller site being near their home.

73% of Trans people have experienced comments, threatening behaviour, physical abuse, verbal abuse or sexual abuse while in public spaces (*Whittle et al. 2007*)

Disabled people are around 10% more likely to have experienced a crime in the past 12 months than non-disabled people (*British Crime Survey*)

20% of LGB people expect to be treated worse than heterosexual people when reporting a crime if the police officer knew their sexual orientation and almost 50% of LGB people expect they would face barriers to becoming a PCSO (*Stonewall, A practical Guide for Police Forces, 2013*)



QTS – what experiences have you had around people with protected characteristics?

Trainer to lead discussion around experiences of people with Protected Characteristics, including influence of media, to explore concepts of bias and prejudice. Links to hate crime begin to be made (e.g. rise post Brexit and political campaigns). Exploration of the perception of the Police amongst specific communities and how these perceptions are formed.

1. (How Fair is Wales? 2011)
3. Disabled people are more likely to be in fear of physical attacks or verbal insults

Links to Hate Crime – People experience hostility or violence because of who they are or who people think they are.

Somebody may be subjected to verbal or physical abuse because they are disabled or because somebody believes that they are of a particular sexual orientation.



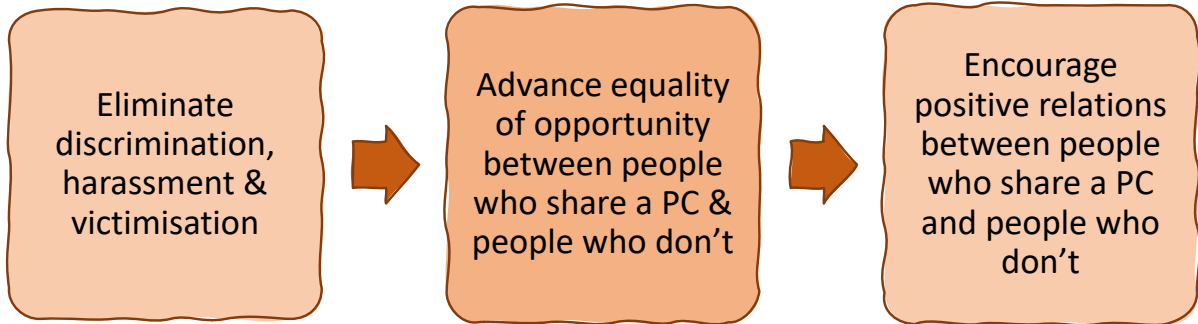
Links to hate crime begin to be made (e.g. rise post Brexit and political campaigns). Exploration of the perception of the Police amongst specific communities and how these perceptions are formed.

The media can influence peoples perceptions and attitudes.

If the media portrays a person or a protected group in a negative way, this can have a major impact on the general public's perception.

Equality Act 2010: The Public Duty

Public Sector organisations must have due regard to the need to.....



Following discussion of the above, trainer to facilitate Activity 1: 7 types of discrimination:

QTS – What are the 7 types of discrimination? Once recorded on whiteboard then group activity.

Direct discrimination: Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic.

Indirect discrimination: Applies to age, race, religion or belief, sex, sexual orientation, marriage and civil partnership, disability and gender reassignment.

Indirect discrimination can occur when you have a condition, rule, policy or even a practice, that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if you can show that you acted reasonably i.e. that it is 'a proportionate means of achieving a legitimate aim'.

Discrimination by association: Applies to age, race, religion or belief, sexual orientation, disability, gender reassignment, and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic

Discrimination by perception: Applies to age, race, religion or belief, sexual orientation, disability, gender reassignment, and sex. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the

person does not actually possess that characteristic.

Harassment: Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership.

Failure to make adjustments for a disabled person:

Victimisation: Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

***** Harassment of others:** Applies to age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. The Equality Act makes you potentially liable for harassment of your others. You may be liable when you are aware that harassment has taken place, and have not taken reasonable steps to prevent it from happening again.

*****Gwent Trainers to distribute/email to students their ‘Anti –Racist Wales’ handout as specified by their Chief Officers******

What is 'Positive Action'?

Write your own definition.....

'Positive Action is when an employer takes steps to help or encourage certain groups of people with different needs or who are ***under represented or disadvantaged*** in some way access work or training' (CAB)

'Positive action does not mean people will be employed or promoted simply because they share a particular characteristic' (CofP)



QTS – What does positive action mean to you?

This is the process of increasing the number of employees from certain groups in a company or business that are known to have been disadvantaged in the past.

Positive action is lawful but positive discrimination is not. Employers are guilty of positive discrimination if they hire or seek an individual based purely on their protected characteristics rather than experience or qualifications.

The Legal Stuff ...

Section 158

Allows positive action to be taken ***before or at the recruitment stage***

Awareness sessions
Targeted advertising
Mentors

Section 159

Allows employers to use positive action ***in recruitment & promotion***

Familiarisation sessions
Tie-breaker (as qualified as or of equal merit)

There must be evidence that groups are disadvantaged or underrepresented



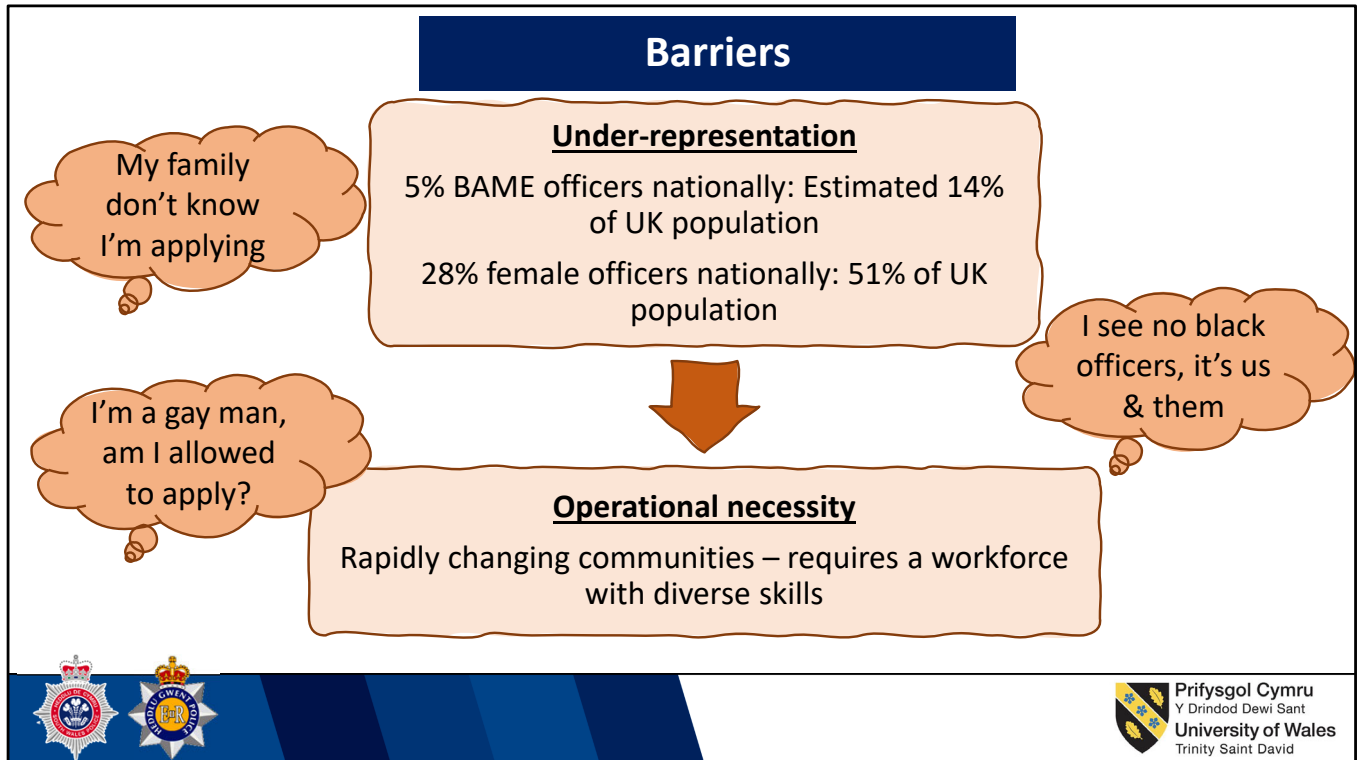
Section 158 Equality Act 2010

The employer can encourage people from disadvantaged groups to apply for work and can provide training to equip them for that particular work.

The decision on whom to select must be made on merit alone, except in circumstances where candidates are as qualified as each other and S159 applies.

Section 159 Equality Act 2010

Allows an employer to treat an applicant or employee with a protected characteristic (e.g. race, sex, age) more favourably in connection with recruitment or promotion than someone without that characteristic who is as qualified for the role. The employer must reasonably think that people with the protected characteristic suffer a disadvantage or are under represented in that particular area. Employers should not have a policy of treating people who share a characteristic more favourably. They should decide whether or not to take positive action on a case by case basis.



Examples of barriers experienced by particular groups / communities.

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Theresa May condemns lack of black police officers

© 22 October 2015 [UK](#)



Theresa May made the comments in a speech to the National Black Police Association conference

The public will not have confidence in the police unless there are more black and ethnic minority officers, Home Secretary Theresa May has said.

Police chief with no black officers open to positive discrimination

Simon Byrne says Cheshire force has tried 'every legitimate trick in the book' to diversify recruitment



Officers were in uniform at the National Black Police Association conference. Photograph: Anthony Devlin/PA

The chief constable of a police force with no black officers said on Thursday that the government should consider changing the law to allow positive discrimination.

Legislation could ease diversity issues, MPs told

12 Apr 2016



A helpful move: Sir Balraj Singh

Senior Black and Minority Ethnic (BME) policing figures have called for the introduction of a 50/50 positive discrimination law.

Appearing before a Home Affairs Select Committee session discussing diversity on Tuesday (April 12), former Chief Superintendent Sir Balraj Singh, President of the National Black Police Association (NBPA), Lord Hilly and President of the National Association of Muslim Police (NAMP) outlined their support for the introduction of legislation requiring forces to recruit equal numbers of white and non-white officers.

Similar laws were in place in Northern Ireland between 2001 and 2011 and resulted in a dramatic increase in the number of Catholic officers – from eight per cent to 30 per cent.

Sir Balraj, previously the borough commander for Harrow, said a 50/50 recruitment law would be difficult to pass, but very helpful.

A Riddle ...

A young boy and his father are on their way home from football practice when a distracted driver crosses the centre line and hits them head on. The father dies at the scene of this horrible car accident, but the boy is still alive when the emergency medical technicians arrive.

The boy is transported to the hospital in an ambulance and he is taken immediately into surgery. But the surgeon steps out of the operating room and says, "Call Dr. Baker to the operating room. I can't operate on this boy - he is my son!"

Who is the surgeon?



Students to guess the answer.

Discuss.

A Class that turned around Kids' Assumptions of Gender Roles (2min02secs) – Added Value

Have you heard of unconscious bias?

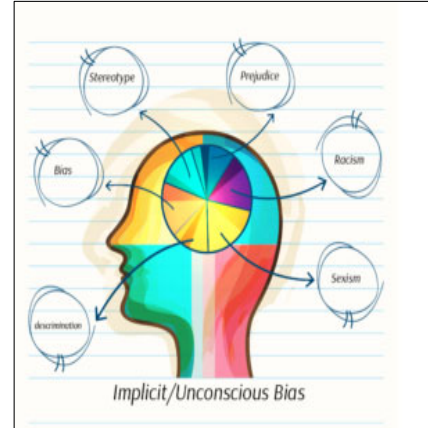
<https://youtu.be/G3Aweo-74kY>

Unconscious Bias: What is it?

The process by which associations are made without being consciously aware of the process...



Unconscious bias happens automatically & triggered by our brain making quick judgments & assessments of people & situations influenced by our background, cultural environment & personal experiences



QTS – What does unconscious bias mean to you?

Our brains are hard wired to rapidly categorise people instinctively, and we use the most obvious and visible categories to do this: age, body weight, physical attractiveness, skin colour, gender and disability.

But we use many other less visible dimensions such as; accent, social background, sexual orientation, nationality, religion, education, and even job title or organisational department.

These categories automatically assign a whole suite of unconscious characteristics, good and bad, to anyone categorised as being from that group.

They are automatic and unconscious biases over which we have little control, and they influence everyone, no matter how unbiased we think we may be.

(Shire Professional Chartered Psychologists)

What Causes Unconscious Bias?

Implicit biases develop & are maintained from our **upbringing**, our **experiences** & from the **media** we absorb

Being biased is a part of who we are: **we are ALL biased** & have a **bias blind spot**



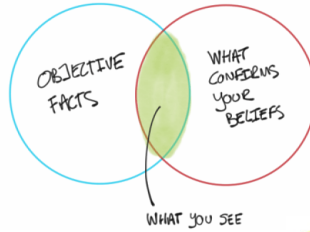
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Bias Blind Spot – Experts tell us that our unconscious mind makes a majority of our decisions. It creates “blind spots” as unconscious biases can narrow your vision and potentially influence your behaviours.

Personal Identification Biases



Gender



Confirmation



Perception



Affinity



Halo



Beauty



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Affinity Bias

When we treat someone more favourably, just because they are similar to us or those we like, this is known as affinity bias. It is an unspoken preference for people who share attributes or perspectives with ourselves or someone we know. Dr. Hellen Turnbull, a global TEDx speaker, throws light upon this. She explains how she recognized her own affinity bias when she noticed the captain of her commercial plane is a woman.

She unconsciously felt that her pilot was supposed to be a man. Picture this: she specializes in human resources and is aware of unconscious biases, but she unconsciously expected her pilot to be a senior, tall, gentleman with a few grey hairs who is maybe ex-military.

Perception Bias

When we treat others based on broad assumptions that are often wrong, we are engaging in perception bias. It can include a variety of other biases, such as age, gender, and height. All these biases have similar consequences on organizations, such as rejecting talent and diminishing diversity and inclusion with biased hiring tools and standards.

For example: supposedly a team member refuses to invite a coworker to an after-work social event as they believe they do not have the same interests as the rest of the group.

Confirmation Bias

The human inclination to seek, favour, and use information that confirms one's pre-existing beliefs is known as confirmation bias. Cherry-picking, my-side bias, or simply insisting on doing whatever it takes to win an argument are all the terms used to describe it. People who approve or disapprove of a certain subject, for example, will not only hunt evidence to justify their viewpoint, and will also interpret media articles to support their previous beliefs.

Halo effect

The Halo effect is a cognitive bias in which a person's positive single attribute or character influences our assessment of irrelevant factors. For example, some employees are always perceived in a more positive light regardless of what they do because they have a closer relationship with their manager than others. Or, a coworker in a suit may be perceived as more capable than a coworker in a t-shirt. This can cause animosity among individuals who do not receive the same rewards, projects, assignments, or other perks as favoured employees.

Gender biases

Similar to the Halo effect, gender bias is the tendency to favour one gender over another. These attributed behaviours have an impact on how a person perceives and interacts with others.

As per a survey by Head start, 42% of women have encountered workplace discrimination because of their gender in the USA. Women make up only 5.8% of Fortune 500 CEOs and less than 15% of corporate executives at Fortune 500 organizations. Gender bias also goes both ways - specifically, the significantly low presence of men in HR.

Beauty Biases

In a broader sense, the beauty bias refers to the preferential treatment that employees receive when they are perceived more attractive, whether consciously or unconsciously. A few people, much alone employers, admit to preferring to work with employees based on their greater levels of attractiveness.

Micro-Aggression



Before showing images to students ask the class:

QTS: What is Micro Aggression?

A: Microaggression is a comment or action that negatively targets a marginalized person or group. A microaggression can be intentional or accidental. It is a form of discrimination. People who engage in microaggressions may mean no harm toward the person or group being targeted. They may not even realize that they are making a micro aggressive comment or action. Regardless, microaggressions can be very hurtful to the people who experience them.

Researchers define microaggressions as *“every day, subtle put-downs directed towards a marginalized group which may be verbal or nonverbal and are typically automatic.”*

Microaggressions may demean a person’s race, gender, sexual orientation, heritage, age, or health status, for example. They convey disparaging messages to people because they belong — or are perceived to belong — to a specific group.

The person sending the message may not realize that it is a microaggression. In some cases, a microaggression can be disguised as a compliment. One example is when a person says how articulate a colleague is or how well they speak English, implying that this is somehow unexpected because of the person’s skin colour or nationality.

Denying a person’s experience is also a form of microaggression. For instance, saying to a

transgender person, “I’m a woman, so I understand what you are going through.”

In a more specific example, cisgender women may use microaggressions to diminish the experience of transgender women. For example, a cisgender woman may complain that a transgender woman cannot understand what they are experiencing, implying that transgender women are not “real” women.

The psychiatrist Dr. Chester M. Pierce first coined the term in the 1970s to describe subtle insults and put-downs that African Americans experience regularly. Psychologists have since expanded its use to include this behaviour toward any marginalized group.

A marginalized group includes “individuals, groups, or populations outside of ‘mainstream society,’ living at the margins of those in the centre of power, of cultural dominance, and economical and social welfare.” Marginalization is not something people choose to experience. Instead, it results from exclusion and discrimination by structures of power and the people within them.

It is usually clear when someone’s behaviour is discriminatory, such as when they use a racial slur. A microaggression, however, may be harder to identify, and the person may not realise that their behaviour is harmful.

Types of microaggression

Verbal: A verbal microaggression is a comment or question that is hurtful or stigmatizing to a marginalized group or person. For example, saying, “You’re so smart for a woman.”

Behavioural: This involves behaving in a way that is discriminatory or otherwise hurtful to a marginalized person or group. For example, when a waiter or bartender ignores a transgender person and instead serves a cisgender person, someone whose biological sex matches their gender identity.

Environmental: An environmental microaggression is when a subtle discrimination occurs within society, for example, when a college campus only has buildings named after white people.

Classifications

Psychologist Dr. Derald Wing Sue and colleagues have defined three classifications of microaggression:

Micro assaults: This is when a person intentionally behaves in a discriminatory way while not intending to be offensive. An example is telling a racist joke, then saying, “I was just joking.”

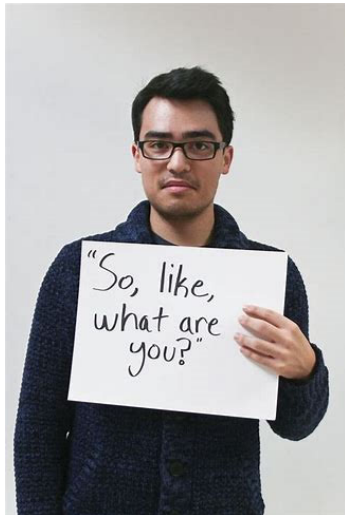
Microinsults: This is a comment or action that is unintentionally discriminatory. For example, saying to an Indian doctor, “Your people must be so proud.”

Microinvalidations: This is when a person’s comment invalidates or undermines the experiences of a marginalized group. An example would be a white person telling a Black person that “Racism does not exist in today’s society.”

QTS: Has anyone, who is willing to discuss, ever been a victim of Micro-aggression? How has it made you feel?

If no one wants to come forward the class can be put into groups and discuss how micro-aggression can affect people. Then discuss as a class.

Micro-Aggression



How do microaggressions cause harm?

Microaggressions can be harmful and stressful to the people who experience them.

Researchers studying the effects of racial microaggressions on undergraduate college students found that those who experienced them regularly had lower self-esteem. The researchers also discovered that these racist microaggressions were especially harmful in work and educational settings.

Another study, researchers found that people who experienced ethnic microaggressions had higher levels of depression and trauma. However, the study could not confirm that the microaggressions directly caused the participants' depression.

One study that looked at 325 "minority" graduate students found that more than 98% had experienced microaggressions. The results showed that microaggressions caused significant distress and increased the risk of depression, regardless of a person's social status.

What is the link between microaggressions and implicit bias?

Microaggressions are a subtle form of prejudice. They are comments or behaviours that harm members of marginalized communities. The people who engage in microaggressions are often unaware of the negative impact.

Implicit bias means “unconscious prejudice in favour of or against one person or group.”
Microaggressions are often an expression of implicit bias.

But if a person understands that their comments or actions are microaggressions and continues to behave in the same way, the prejudice they express is no longer implicit. It is explicit bias.

Impacts of Unconscious Bias



Research around the impact of UB on decision making with a focus on people processes

Stephen Lawrence Case

Stephen Lawrence was a black, British teenager from South East London murdered in 1993 whilst waiting for a bus.

It was suggested during the investigation that Lawrence was killed because he was black and that the handling of the case by the police and the CPS was affected by issues of race.

In 1998, a public enquiry headed by Sir William Macpherson examined the original case and concluded that the force was institutionally racist. This is a form of racism expressed in the practice of social and political institutions and is reflected in disparities regarding wealth, income, criminal justice, employment and education amongst other factors.

Over 25 years on, the Chair of The National Police Chief's Council Sara Thornton argued that Institutional Racism is not a helpful term and the real problem is unconscious bias.

The Macpherson Report: Twenty-two years on Inquiry 2021

Policing today is very different from twenty-two years ago. Since the Macpherson report was published there have been important improvements in policing including significant improvements in the policing of racist crimes, in the commitments made to promoting equality and diversity and in good examples of local community policing. But the inquiry has also identified persistent, deep rooted and unjustified racial disparities in key areas including a confidence gap for BME communities, lack of progress on BME recruitment, problems in misconduct proceedings and unjustified racial disparities in stop and search. In those areas, we

propose urgent action.

Confidence in policing among BME communities

The Macpherson report called for it to be a Ministerial Priority that all police services “increase trust and confidence in policing amongst minority ethnic communities.” However, twenty-two years on, evidence shows that there is a significant problem with confidence in the police within Black communities, particularly among young people.

Adults from Black and mixed ethnic backgrounds are less likely to have confidence in the police than adults from White or Asian backgrounds, and the confidence gap has widened over the last few years. 67% of White adults say they believe the police will treat them fairly compared to 56% of Black adults. All victims of crime should feel confident in turning to the police for help. That Black people have much lower expectations than White people that they will be treated fairly and with respect by the police is a matter of deep and serious concern.

The inquiry found a lack of proper local or national plans to tackle the confidence gap, increasing trust and confidence in policing is not being treated as a policing priority or a Ministerial priority today. The Committee calls for new plans from police forces and the Home Office to increase confidence among BME communities, regular gathering and publishing of confidence data and information for all forces, and inspections on progress.

Racist incidents and victims of crime

Stephen Lawrence, his family and Stephen’s friend Duwayne Brooks were all victims of a racist crime. The Macpherson report was highly critical of the way they were treated and the failure of policing to monitor, understand or investigate racist crimes properly. The recommendations brought about a transformation in the way police recognise racist incidents and deal with racist crimes which is one of the most important legacies of the Stephen Lawrence Inquiry.

However, racial hatred remains a significant problem in society, more than 75,000 race related incidents were recorded by the police in England and Wales in 2019/20. Victims of hate crime are less likely to be satisfied with the outcome of a police investigation than they are in other crimes, and that some Black men and women still report that they have been treated as suspects not victims of crime. The Committee calls for better recording of hate crime offences, including disaggregating race hate crime, as well as work between the Home Office, NPCC and Victims Commissioner to improve support for BME victims of crime.

Recruitment and progression of BME officers and staff

The Macpherson report recommended that police forces should be representative of the communities they serve, and that targets should be set for recruitment, progression and retention of minority ethnic police officers. But the ten-year targets set by the then Home Secretary, including overall minority ethnic representation of 7% in the service by 2009, were not met. Even by 2020, BME officers represented just 7% of the police service across England and Wales, still far below the 14% of the population in England and Wales who identify as BME. Levels of under representation are most marked among senior ranks: only 4% of officers at or above the rank of chief inspector are from BME backgrounds.

It is disappointing that twenty-two years after the publication of the Macpherson report the police service is still a very long way from being representative of the diverse communities it serves. The Peel principles that have underpinned British policing for nearly 200 years are based on the understanding that the police are the public and the public are the police. These principles apply to everyone: it cannot be the case that they apply to some communities and not others based on the colour of people’s skin.

The inquiry found police forces across the country have failed to do enough to increase BME recruitment, retention and promotion for decades. There has been a lack of focus, consistency and leadership in driving BME recruitment and promotion in the police service for far too long. Analysis suggests that, on the current rate of progress, we will not have properly representative police forces in England and Wales for another twenty years. That would be four decades after the Macpherson report raised the seriousness of this issue and nearly half a century after the murder of Stephen Lawrence.

Stop and search

In the year to 31 March 2020, Black people were over nine and a half times more likely to be stopped and searched than White people. Despite the serious concerns raised and recommendations made in the Macpherson report and other reports since, the disproportionality is greater now than it was twenty-two years ago. HMICFRS say that these disparities have damaged confidence in stop and search itself and undermined the legitimacy of policing for the BME communities most affected by it.

This is especially the case for searches for the possession of drugs where evidence shows that Black people are less likely than White people to have used drugs in the last year, but are 2.4 times more likely to be stopped and searched for drug possession..

Stop and search must always be used in a focused and targeted way. The Metropolitan Police increased their use of stop and search during the first national covid-19 lockdown to the highest levels seen in London for many years at a time when far fewer people were on the streets. They were wrong to do so: the result was that far more people who were not committing crimes were stopped and searched, the proportion of searches which found weapons or drugs dropped, and the racial disparity widened. It should never have been possible for the equivalent of 1 in 4 Black males between the ages of 15 and 24 in London who were not committing a crime to be stopped and searched during a three-month period.

Sensible recommendations from HMICFRS on stop and search from four years ago have still not been widely implemented or sustained. That needs to change urgently. The Committee is also calling for further reforms, including recording the ethnicity of those who are subject to road traffic stops, additional training for police officers and staff on communication, conflict management and de-escalation, and full use of body worn video, with internal reviews and external community oversight, both to build confidence and to ensure improvements are made.

Rotherham Child Abuse Case

This was child sexual exploitation on a significant scale. Between the late 1980's – 2010 over 1400 children were exploited.

Children were sexually exploited by men who largely came from the Pakistani heritage community.

This has been described as the biggest child protection scandal in UK history due to the failure of local authorities to act on reports of abuse throughout that period.

The failure to address the abuse was attributed to a combination of factors revolving round race, class and gender, derisory and sexist attitudes towards the mostly working class victims and a fear that the perpetrators ethnicity would trigger allegations of racism and damage community relations.

Impacts of Unconscious Bias

63% of people have hidden their accent in a job interview (Birmingham, Liverpool, Newcastle, Glasgow. Cockney)

Muslim men are 76% less likely to be employed than white Christian men. 'Adam Henton' is 3 times as likely than 'Mohammed Allam' to secure an interview

Attractive people earn 3% - 4% more than people with below average looks



Local Examples

Sergeant promotion process:

It's your first day as a Sgt when one of your team tells you that they are upset with the 'banter' on the shift. How would you deal with this?

Recruitment of LGB & T people:

Heterosexual: 469 (79%)

Lesbian: 22 (3%)

Bisexual: 23 (4%)

Gay man: 7 (1%)

Not specified: 70 (11%)

****Stereotype Threat**



PC Recruitment



Click on 'http://' link to go to webpage

Definitions

Agreed by Home Office & National Police Chiefs Council

Hate incident

'Any non-crime incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on actual or perceived disability, race, religion & belief, sexual orientation & transgender'

Hate crime

'A criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's actual or perceived disability, race, religion & belief, sexual orientation & transgender)

What could suggest hate motivation?



A hate crime is also known as a bias motivated crime. it is a prejudice motivated crime which occurs when a perpetrator targets a victim because of their membership (or perceived membership) of a certain social group or race.

What does hate crime look like?



Stephen Lawrence – stabbed & killed in a racist attack in south east London whilst waiting for a bus in January 1993. In January 2012 Gary Dobson & David Norris were found guilty of his murder



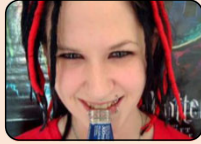
Sureyya Ozkaya – 14 years old, taunted about her Muslim faith, had her hair set on fire, her hands & feet cut with glass during the attack before her attackers smashed her head against a tree & left her bleeding in a bush in June 2010. She was found by a woman walking her dog.



Kevin Davies – held captive in a shed in Gloucestershire for 6 weeks before paramedics found him dead. Beaten, burned & fed potato peelings. Kevin had epilepsy & learning difficulties



Hate Crime



Sophie Lancaster – attacked with her boyfriend in a park in Lancashire in 2007 because they dressed differently. Kicked repeatedly, Sophie died after spending 13 days in a coma



Jody Dobrowski – murdered in October 2005 on Clapham Common because of his sexual orientation. Beaten so badly he had to be identified by his fingerprints



Johnny Delaney – 15, was kicked to death by a group of teenagers in Cheshire, May 2003. One of the gang stamped on Johnny's head with both feet & said he deserved it because "he was only a Gypsy"



Definitions

Legislation in the UK only currently covers 5 groups. Campaigns are ongoing to add further groups

Sub - culture

Homelessness

Age (Elder abuse)



Gender

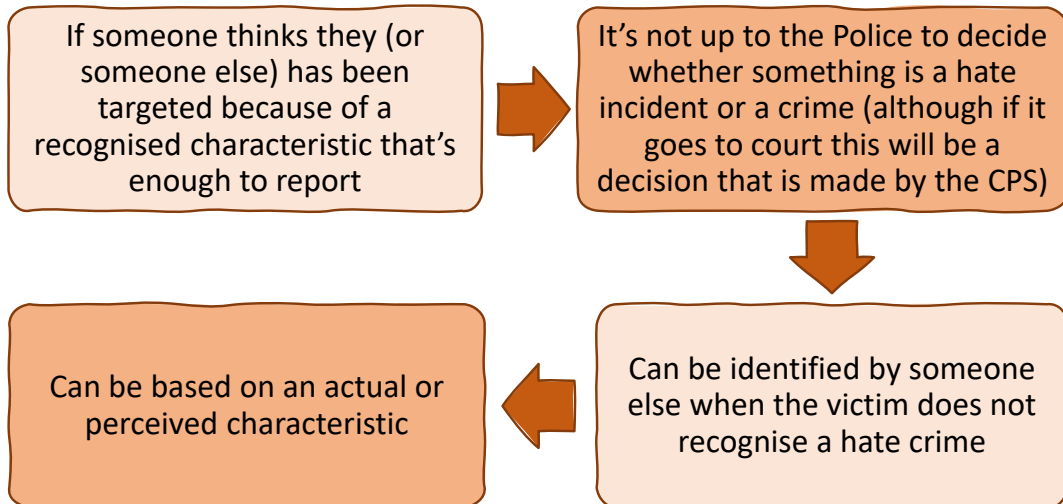
Sex workers



As previously discussed, Hate Crimes are acts of violence or hostility directed at people because of who they are. The police and CPS in general, record data on hate crime for 5 protected characteristics:

1. Disability
2. Transgender status
3. Race
4. Religion
5. Sexual Orientation

Importance of Perception



How would you record this incident?

A gay man has reported being called a 'nonce' and 'kiddie fiddler' by his neighbour. He believes his neighbour does not like him because of his sexual orientation



Answer: Hate Incident

Some examples of hate incidents\;

Name calling

Bullying

Throwing rubbish into a garden

Hate incidents can become hate crimes when criminal offences are committed.

How would you record this incident?

A young man with non-visible learning disabilities is attacked in the street by 2 men that he does not know who steal his mobile phone. He feels victimised because he has a learning disability although the men say that they did not know him or that he had any kind of disability. They did not use any abusive language during the attack



Answer – Hate Crime

Criminal offence committed

The victim perceives it to be hate related due to his disability.

It is irrelevant that the suspects say that they did not know that the victim had a disability.

How would you record this incident?

A Polish male is beaten badly outside a takeaway whilst out with his girlfriends. The male believes that the attack is random but his girlfriend is claiming that he was targeted because of his nationality



Answer – Hate Crime

Criminal offence committed

Although the victim thinks that the attack was random, his girlfriend believes it to be hate related due to his nationality.

The victim does not recognise it as a hate crime but a third party – his girlfriend does.

How would you record this incident?

The father of a 15 year old boy has recently undergone gender reassignment surgery & is now female. The son is receiving death threats at school making reference to his father's sex change



Answer – Hate Crime

Discrimination by association – the son is being discriminated against because of his association with his father.

How would you record this incident?

A group of white British females are walking through Newport town centre & see a group of Asian females dressed for a night out. One remarks, "I f***ing hate it when Muslims try & dress British." The group is then assaulted by the Asian females who call them 'racist bitches' during the attack. The assault victims make the complaint



How would you record this incident?

A disabled female with shortened limbs is waiting at a cashpoint. It is a rugby international day. 2 men approach her from behind & grope her. She is unable to fend them off & is distressed & upset by the incident. She believes the incident was random & alcohol-fuelled. Her husband called the police & suggested she was targeted deliberately



Answer – Hate Crime

Third party – husband perceives it to be hate related due to the females disability.

Mate Crime

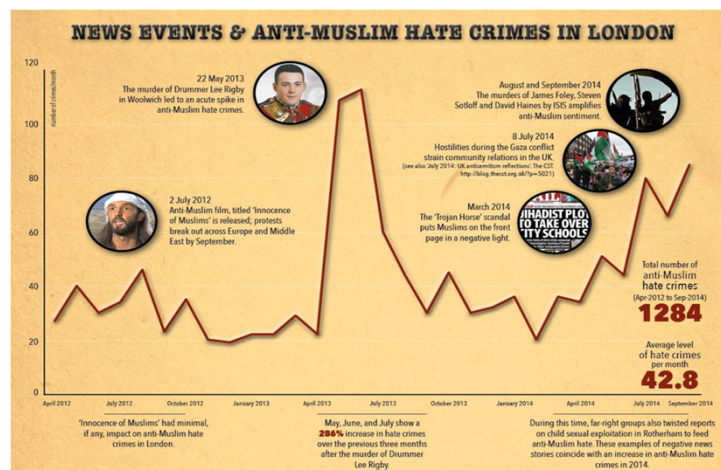
The befriending of people, who are perceived by perpetrators to be vulnerable, for the purposes of taking advantage of, exploiting and/or abusing them. This can strongly be associated, but not exclusively associated, with people with a learning disability, learning difficulties or mental health conditions.



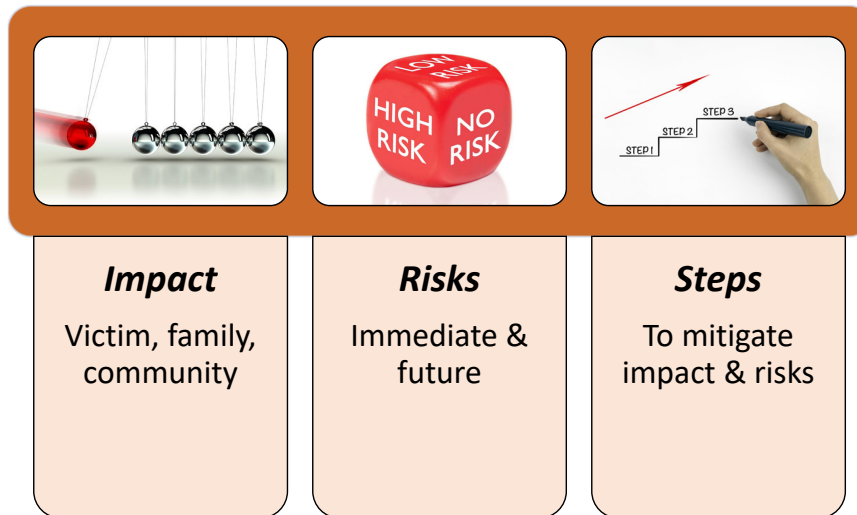
Some of the most horrific murders of disabled people in recent years have been mate crimes. Steven Hoskin had learning disabilities. He was made to wear a dog collar & lead & dragged around his own house by his, 'friends.' He was forced to call his captors 'Sir' & 'Madam.' His benefits were stolen. He was forced off a viaduct & fell to his death in July 2006



Hate Crime



The Effects of Hate Crime



Impact

Victim- long lasting effects, fearful of repercussions, may be a repeat victim.

Family – could become fearful that they too will be targeted.

Community – fearful of repercussions, community may be targeted, could lead to community tensions.

Risks

What risks are there to the victim, family members, community?

Risk assessment to be made – what information do we have?

Steps

Our role as police officers.

What can we do to safeguard victims / other potential victims?

The Effects of Hate Crime

Disability Hate Crime Faith-based Hate Crime Homophobic Hate Crime
Racist Hate Crime Transphobic Hate Crime

"I've been in work sometimes & been really upset. And you feel like jumping off a cliff or hanging yourself or something because no one is helping you." Seb, victim of learning disability hate crime living in Gwent

"I'm not suicidal by emotion. I've sat down & been through the emotional bit. I've got to the place now where suicide is a lifestyle option. I now know that if it gets to point X, if A outweighs B then it's something which....it's a pragmatic choice." Susie, a trans woman in South Wales (taken from the All Wales Hate Crime Research Project 2013)



The Ultimate Risk

Bijan Ebrahimi was an Iranian refugee who also had learning difficulties

He had reported multiple incidents of racial abuse

Police began to view him as a nuisance caller

He was accused of being a paedophile by neighbours & arrested by the Police

In November 2013, Bijan Ebrahimi was attacked, set on fire & left to burn to death in a front garden

He called multiple times the evening he dies saying his life was in danger

<https://www.youtube.com/watch?v=iwDxe4GXj1s>



QTS (following video clip) – What mistakes do you think were made by the Police?

<https://www.youtube.com/watch?v=iwDxe4GXj1s>

Murder of Bijan Ebrahimi - Channel 4 (6 mins 22 seconds)

Trainer to debrief using student contributions & PPT slides 36 & 37 covering:-

- Risk of incident to victim
- Impact on victim/family/community
- Steps the police could take to mitigate the risks
- Other agencies that could be brought in to take over the risks

The Ultimate Risk

'There were lots of neighbours out there watching & the man was screaming, but nobody did anything or said anything to the police. People in that block stuck together & kept silent.'



'Whenever anybody new came to the block, people told them to watch out for him. There was a story that he locked a 14 year old girl in the house & raped her but it wasn't true.'



'The youngsters had been drinking all day & the name-calling got out of control. They got hot-headed. I could cope with them giving him a beating but setting him on fire was sick.'



Your Responsibility

Help to identify & record when hate crime is happening

Help to identify any victim/witnesses vulnerabilities or specific needs – risk assess

Investigate the hate element

Provide a single point of contact

Provide regular updates

Work with other agencies

Visit on a regular basis

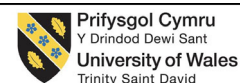
Support the collection of best evidence



Q. What do you think your responsibilities are when dealing with a hate crime?

Trainer to inform students of the Disability Hate Crime Guide on Moodle for any further reading

Support & Reporting



QTS: What Organisational support is available?

A. Muslim Police Association, CPA, LGBT+ Police Network, DSN, GEN, SWPNSN, NBA and local associations

QTS: What external sources for support is available?

A. Citizens Advice | Equality, Advisory and Support Service | Advisory, Conciliation and Arbitration Service (ACAS) | Civil Legal Advice (CLA) | Black Thrive | Black Minds Matter UK | The Black, African and Asian Therapy Network | Samaritans | Mind | Rethink | National Bullying Helpline | Care First.

QTS: If you are a victim of Bullying, Harassment, Discrimination or prejudice, what are the reporting mechanisms?

A. In the first instance you report to your line manager, if it involves you line manager then you skip a rank. If this is not appropriate then you report to HR and follow your forcers reporting policies located on your Intranet.

SWP:- Submit a F410 Bullying Harassment Victimisation Form

[Bullying, Harassment and Victimisation \(police.int\)](https://www.police.int) or call / email your PSD department

QTS. What Strategies can you put in place for challenging inappropriate comments or behaviour?

A. Conflict is a normal and natural occurrence wherever human beings have to interact; however, when inappropriate behaviour is not dealt with it could have far reaching

repercussion.

The learning model is a great tool that can be used to empower the victim and the observer to challenge inappropriate behaviour, thereby reducing the danger it poses to individuals in a team and the organisation as a whole.

Actor-

The person who carries out the act

Receiver

The person on the receiving end of it

Observer

Any person who witnesses it

The Actor

People should encourage those who behave inappropriately to modify their behaviour. Focus on the person's inappropriate behaviour; reinforce the fact that their behaviour is unacceptable not the person themselves. Identify which situation and with which person/people they are likely to act in this way. Explore what feeling they have before and after they carry out their inappropriate behaviour. Above all, make it clear that whatever the reasons for their behaviour, it is totally unacceptable and will not be tolerated.

The Receiver

The receiver needs to inform the person who is behaving inappropriately (the Actor) that their actions are unwanted and unacceptable. If they don't say anything, the behaviour may get worse. They should: Seek advice, Check the organisation's harassment & bullying policies (every organisation must have one), Keep a written record of what happened; where and when; who was there

Approaching the Actor

An assertive response to inappropriate behaviour has three parts:

Describe the behaviour that they find unacceptable

Describe the effects of the behaviour- how it makes you feel

Say what you would like to happen

How you talk to the person is just as important as what you say. Be aware of your verbal and non verbal signal, they could be aggressive, passive or assertive. Stay calm, Sometimes it's best not to react immediately to someone's behaviour. It's good to prepare mentally and physically. Here are some techniques you can use:

Take several, slow, deep breaths

Tell yourself that whatever happens, no matter how the person reacts you will be able to cope

Tell yourself that you won't let yourself be intimidated or provoked into losing your temper

Paint a picture of yourself staying calm and focused

The Observer

Reasons why an observer may not act:

Keeping your head down

Fear of drawing attention to yourself

Fear of 'standing alone' if other colleagues fail to stand by you

'Bystander syndrome' – assuming that someone else will do something about it.

If Observer does nothing, the inappropriate behaviour is likely to continue. In many

circumstances the best course of action is to have a word with the Receiver. This will at least reassure the Receiver that they are not on their own but with some support. Next step is Observer and Receiver to agree a way forward. In some situations it may be appropriate for the Observer to appropriate the Actor directly. This approach will be effective with Actors who have never considered that what they do or say can have an adverse impact on others.

The role of the Observer is crucial to the proactive management of the working environment. Anything an Observer does to start people talking and increase awareness that inappropriate behaviour is happening is likely to help the Receiver and the Actor.

QTS: What is the Role of supervisors/managers in supporting colleagues and taking action to challenge inappropriate behaviour/language?

A. To assist with the above. If appropriate, devise local informal resolution to issues/concerns (including participation from any potential victims) failing this escalate to formal resolution, including grievance and misconduct procedures which can be found on BoB (SWP) or Beat (GWENT)

QTS:- What is Allyship?

A:- Allyship refers to the actions and behaviours of individuals or groups who actively support and advocate for marginalized communities and individuals who are affected by discrimination and oppression. This can include people who are not part of the marginalised group themselves, but who recognise and work to challenge the ways in which systems of oppression harm those groups.

Being an ally can take many forms, such as educating oneself about issues affecting marginalised communities, using one's privilege and resources to help create change, and speaking out against discrimination and prejudice. It also involves listening to and respecting the perspectives and experiences of those from marginalised communities, and recognising one's own privilege and potential for bias.

It's important to note that being an ally is not a fixed identity, it's a process and ongoing journey of learning and growth, and it's important to be willing to admit and correct mistakes and to actively work to dismantle the systems of oppression. Allyship is not a self-designation; marginalised groups will determine who is an ally.

In short, allyship is the practice of actively working to support marginalised communities and to challenge the systems of oppression that harm them, while recognising one's privilege and potential for bias.

Effecting Change from the Inside | The Police: Untold – 7mins 24Secs (added value)

A Black police officer, a Gay police officer and a female detective talk about their experiences of racism, homophobia and sexism in the police.

https://www.youtube.com/watch?v=abieOj5_-dg

Love Has No Labels



Love Has No Labels | Diversity & Inclusion (3min 19sec)

To Finish off the session a good feel video to show Love Has No Labels

<https://youtu.be/PnDgZuGIhHs>

