

FACILITATOR GUIDANCE NOTES

**BLACK, ASIAN AND
MINORITY ETHNIC
INSIGHTS
PROGRAMME**

Introduction

Thank students for their participation in this programme which is about making positive change for students of colour. Clarify that the students are volunteers on the programme and their input is valued and valuable. Confirm to students that their input will remain anonymous in the report that will be written and advise students that their contribution will be confidential unless a safeguarding issue is raised.

Participants will be sent a 'session plan' each week containing the project outcomes, the weekly topic and the questions to be discussed.

The expectation is that students commit to attend and fully participate in the 5 sessions. Inform students if you are providing any incentive or reward for completion of the Black, Asian and Minority Ethnic Insights Programme.

Outcomes

Go through the outcomes with participants as follows:

- To gain the voice of students of colour
- To have clear information on what the school/college can do to create a welcoming, supportive and inclusive environment for students of colour
- To have clear information and examples of good practice that can be celebrated and/or shared across the school/college
- To have clear information and examples of practices that are unhelpful or problematic

Ground Rules

Set the ground rules with the group and agree these with the group at the start of the session.

Remind the students of the ground rules at every session.

Suggested ground rules:

1. Participation in the programme means we all contribute to the session where we can.
2. Provide examples of statements you make, e.g. the canteen isn't very good because I cannot get halal food there.
3. Be kind. Everyone's opinion is valid, even if we don't agree with it.
4. We are not here to judge the standard of teaching – the college has a separate process for that.
5. Please don't use staff or student's names when explaining a particular situation. If we need to get more information from you, we may ask you for further details after the session.
6. Comments will remain anonymous in any reports we write.
7. Your input will remain confidential unless there is a safeguarding concern.

Ask the group if they are happy with the ground rules or if they would like to add anything else.

Explain your role

Your role is to facilitate the discussions and to record the answers.

Your role is to keep the conversation moving forward and focussed. You may need to stop people if they veer off track or if the conversation isn't helpful to the outcomes and to ensure everyone's voice is heard.

Today is about...

1. Perceptions of your school/college before you arrived. What was good, what wasn't good and what ideas you have for improvement?
2. The environment at your school/college. Is it diverse? Does it promote inclusion? What is good about the environment and what ideas do you have for improvement?
3. Being in the classroom at your school/college. What is good, what isn't good and what ideas do you have for improvement?
4. Role models. Positive role models can influence students' aspirations and help uncover true potential. Where are the role models in your school/college and what ideas do you have for improvement?
5. Opportunities for students of colour at your school/college. What is available and accessible, and what ideas do you have for improvement?

Session Plan

Send the session plan by email to all participants before each session. Students then have time to think about their responses and the examples they can give.

Record of Discussion

You will complete the record of discussion sheet noting the evidence students provide. Use this evidence to record what the college needs to KEEP doing, STOP doing and START doing.

It is important to encourage students to provide clear examples of the statements they make, otherwise you will not be able to make clear recommendations.

Ending the session

Thank everyone for their input and remind them that you will be collating information over the 5 weeks to make recommendations to the college. Check that everyone is ok and let them know you will be available on email / phone for the next 30 minutes if anyone wants to talk to you.

Any concerns?

- Is there a safeguarding concern regarding a student? Refer to the safeguarding lead for advice.
- Is there is a safeguarding concern about another adult or a child? Find out where you need to make a referral.
- If a student raises something concerning regarding a member of staff, find out who you will need to inform.
- If a student discloses a recent hate crime, make sure they have the website for Sussex Police regarding reporting a Hate Crime <https://www.sussex.police.uk/advice/advice-and-information/hco/hate-crime/how-to-report-hate-crime/>
- If a student has mental health or other wellbeing concerns, refer them to your Wellbeing team.
- Collate resources that you can send out to students for support.

SESSION 1

The outcomes of this programme are:

- To gain the voice of students of colour
- To have clear information on what the school/college can do to create a welcoming and supportive and inclusive environment for students of colour
- To have clear information and examples of good practice that can be celebrated and/or shared across the school/college
- To have clear information and examples of practices that are unhelpful or problematic

Today's topic is

“Perceptions of your school/college before you arrived. What was good, what wasn't good and what ideas do you have for improvement?”

Questions:

Please consider the college website, prospectuses, brochures, open days, recruitment talks, taster sessions, interviews and communication by email BEFORE you joined the college.

- Can you remember anything good that 'spoke to you' and encouraged you to apply to your college? (**KEEP, STOP, START**)
- Did the website, prospectus, brochure include images of diverse groups of people including people of colour? (**KEEP, STOP, START**)
- Did you feel included in open days, recruitment talks and taster sessions? Were people of colour represented on the staff, in the sessions and in the materials such as posters and presentations? (**KEEP, STOP, START**)
- Was the communication you received from the college by email or letter appropriate for you and your family? (**KEEP, STOP, START**)
- How was your interview experience? (**KEEP, STOP, START**)
- What ideas do you have for encouraging more students of colour to come to your college? (**START**)

RECORD OF DISCUSSION

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SESSION 1

Perceptions of your school/college before you arrived. What was good, what wasn't good and what ideas do you have for improvement?

Please consider:

- School/College website • Prospectuses/brochures • Open days and taster sessions
- Recruitment talks • Interviews • Communication by letter and email

Prompts:

- Images, language, diversity statements, feeling included, feeling excluded

Can you remember anything good that 'spoke to you' and encouraged you to apply to your college? (KEEP, STOP, START)

Did the website, prospectus, brochure include images of diverse groups of people including people of colour? (KEEP, STOP, START)

Did you feel included in open days, recruitment talks and taster sessions? Were people of colour represented on the staff, in the sessions and in the materials such as posters and presentations? (KEEP, STOP, START)

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Was the communication you received from the college by email or letter appropriate for you and your family? (KEEP, STOP, START)

How was your interview experience? (KEEP, STOP, START)

What ideas do you have for encouraging more students of colour to come to your college? (START)

Any other comments?

SESSION 2

The outcomes of this programme are:

- To gain the voice of students of colour
- To have clear information on what the school/college can do to create a welcoming and supportive and inclusive environment for students of colour
- To have clear information and examples of good practice that can be celebrated and/or shared across the school/college
- To have clear information and examples of practices that are unhelpful or problematic

Today's topic is

“The environment at your school/college. Is it diverse? Does it promote inclusion? What is good about the environment and what ideas do you have for improvement?”

Questions:

Please consider the school/college's mission or vision statement, displays, religious observance and celebrations, library and resources and the canteen.

- Is the school/college vision statement displayed and does it promote inclusion and diversity? **(KEEP, STOP, START)**
- Are there subject areas where displays include people of colour in positive roles? **(KEEP, STOP, START)**
- Are there areas where students of colour are not represented in displays? **(KEEP, STOP, START)**
- Are there opportunities for religious observance and celebrations such as Eid and Black History Month? **(KEEP, STOP, START)**
- Are people of colour represented in positive roles in libraries and resources? **(KEEP, STOP, START)**
- Does the canteen cater for different cultural groups? **(KEEP, STOP, START)**

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SESSION 2

The environment at your school/college. Is it diverse? Does it promote inclusion? What is good about the environment and what ideas do you have for improvement?

Please consider:

- Mission or vision statement
- Displays
- Religious observance
- Library and resources
- The canteen
- Religious festivals and celebrations

Prompts:

- Engaging students, student voice, representation, positive images, positive contribution

Is the school/college vision statement displayed and does it promote inclusion and diversity? (KEEP, STOP, START)

Are there subject areas where displays include people of colour in positive roles? (KEEP, STOP, START)

Are there areas where students or people of colour are not represented in displays? (KEEP, STOP, START)

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Are there opportunities for religious observance and celebrations such as Eid and Black History Month? (KEEP, STOP, START)

Are people of colour represented in positive roles in libraries and resources? (KEEP, STOP, START)

Does the canteen cater for different cultural groups? (KEEP, STOP, START)

Any other comments?

SESSION 3

The outcomes of this programme are:

- To gain the voice of students of colour
- To have clear information on what the school/college can do to create a welcoming and supportive and inclusive environment for students of colour
- To have clear information and examples of good practice that can be celebrated and/or shared across the school/college
- To have clear information and examples of practices that are unhelpful or problematic

Today's topic is

“Being in the classroom at your school/college. What is good, what isn't good and what ideas do you have for improvement.”

Questions:

Please consider classroom resources, texts studied, discipline, pronunciation of names, cultural examples and anecdotes.

- Do your classes and subjects use resources that feature people of colour and countries in the Southern Hemisphere? Books, video clips, handouts, speakers, staff, anecdotes, posters. **(KEEP, STOP, START)**
- Do classroom resources reflect the positive influence of people of colour in subject areas? **(KEEP, STOP, START)**
- As a person of colour are there any practices or resources within the classroom that make you feel particularly valued or isolated? Anecdotes, pronunciation of names, discipline, cultural awareness. **(KEEP, STOP, START)**
- What ideas do you have for creating a more inclusive classroom and teaching experience? **(START)**

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SESSION 3

Being in the classroom at your school/college. What is good, what isn't good and what ideas do you have for improvement?

Please consider:

- Classroom resources • Texts studied • Discipline
- Pronunciation of names • Cultural or inclusive examples • Anecdotes

Prompts:

- Images, language, diverse examples, feeling included, feeling excluded

Do your classes and subjects use resources that feature people of colour and countries in the Southern Hemisphere? Books, video clips, handouts, speakers, staff, anecdotes, posters. (KEEP, STOP, START)

Do classroom resources reflect the positive influence of people of colour in subject areas? (KEEP, STOP, START)

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As a person of colour are there any practices or resources within the classroom that make you feel particularly valued or isolated? Anecdotes, pronunciation of names, discipline, cultural awareness. (KEEP, STOP, START)

What ideas do you have for creating a more inclusive classroom and teaching experience? (START)

Any other comments?

SESSION 4

The outcomes of this programme are:

- To gain the voice of students of colour
- To have clear information on what the school/college can do to create a welcoming and supportive and inclusive environment for students of colour
- To have clear information and examples of good practice that can be celebrated and/or shared across the school/college
- To have clear information and examples of practices that are unhelpful or problematic

Today's topic is

“Role models. Positive role models can influence students’ aspirations and help to uncover true potential. Where are the role models in your school/college and what ideas do you have for improvement?”

Questions:

Please consider whether the teaching and support staff at your school/college is diverse and what positions are occupied by people of colour?

- Are there any teachers of colour on the school/college staff? (**KEEP, STOP, START**)
- Are there any subjects in which teachers of colour are over or under-represented? (**KEEP, STOP, START**)
- Are there any people of colour in other areas of the school, i.e. non-teaching staff? (**KEEP, STOP, START**)
- Where do you see role models of colour at your school/college? (**KEEP, STOP, START**)
- What opportunities are there for more role models of colour at your school/college? (**KEEP, STOP, START**)

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SESSION 4

Role models. Positive role models can influence students' aspirations and help to uncover true potential. Where are the role models in your school/college and what ideas do you have for improvement?

Please consider:

- Teaching and support staff
- Subject areas
- Other areas of the school/college

Prompts:

- Role models, sense of belonging, people who look like me, cultural differences

Are there any teachers of colour on the college staff? (KEEP, STOP, START)

Are there any subjects in which teachers of colour are over or under-represented? (KEEP, STOP, START)

Are there any people of colour in other areas of the school, i.e. non-teaching staff? (KEEP, STOP, START)

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Where do you see role models of colour at your school/college? (KEEP, STOP, START)

What opportunities are there for more role models of colour at your school/college? (KEEP, STOP, START)

Any other comments?

SESSION 5

The outcomes of this programme are:

- To gain the voice of students of colour
- To have clear information on what the school/college can do to create a welcoming and supportive and inclusive environment for students of colour
- To have clear information and examples of good practice that can be celebrated and/or shared across the school/college
- To have clear information and examples of practices that are unhelpful or problematic

Today's topic is

**“Opportunities for students of colour at your school/college.
What is available and accessible, and what ideas do you have for
improvement?”**

Questions:

Please consider trips, clubs and societies, roles in clubs and societies, course reps, employment at the school/college and other positions of responsibility.

- What extra-curricular activities and positions of responsibility are available? Are they accessible for students of colour? (**KEEP, STOP, START**)
- Does the marketing/promotion/communication of opportunities work well for students of colour and their families? (**KEEP, STOP, START**)
- Do students of colour use the services within the school/college (such as Careers Service, Students' Union) to access extra-curricular activities and understand how to prepare for further study or employment? (**KEEP, STOP, START**)
- What ideas do you have for new extra-curricular activities, roles and responsibilities that are relevant to students of colour? (**START**)
- What services would you like to see at the school/college and how can these be accessible to students of colour? (**START**)

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SESSION 5

Opportunities for students of colour at your college. What is available and accessible, and what ideas do you have for improvement?

Please consider:

- Trips • Clubs and Societies • Course Reps • Students' Union
- Careers Service and other support • Other positions of responsibility

Prompts:

- Images, language, communication, feeling included, feeling excluded

What extra-curricular activities and positions of responsibility are available? Are they accessible for students of colour? (KEEP, STOP, START)

Does the marketing/promotion/communication of opportunities work well for students of colour and their families? (KEEP, STOP, START)

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Do students of colour use the services within the school/college (such as Careers Service, Students' Union) to access extra-curricular activities and understand how to prepare for further study or employment? (KEEP, STOP, START)

What ideas do you have for new extra-curricular activities, roles and responsibilities that are relevant to students of colour? (START)

What services would you like to see at the school/college and how can these be accessible to students of colour? (START)

Any other comments?