



Anti Racism Strategy

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Content Advisory:

We understand for those from underrepresented groups, that this topic is truly heavy and may evoke the resurfacing of past or present trauma. We understand the enormity of this work to achieving a space where all feel visible, and do not take for granted the impact this can have.

We acknowledge that this document is not going to be accessible to all. Our aim is to create digestible and accessible workshops and tools to ensure that you feel part of this strategy and able to apply it in your work and at the Globe.

We aim to share this work as sensitively and respectfully as possible, however we want to hear from you if you have any feedback on the approach. Please get in contact with the People & Culture team for support should you need it.

April 2024

To be reviewed annually



Anti Racism Strategy

Inclusion Statement

People are at the centre of the Globe's work. We create ways for the wide Globe community to feel visible, and for everyone's contributions to the Globe's purpose be heard and respected.

We respect individual lived experience and drive inclusion through empathy, care, and rigour. This helps us regularly improve how we empower and support people to do their best work. We will be honest and acknowledge where we are and our trajectory in this intention as we work towards a shared common purpose to create greater inclusivity.

Purpose

To truly confront racism and its deep-seated roots, we must adopt an evolving anti-racism strategy and framework that goes beyond passivity and actively works to dismantle the structures that perpetuate racial inequalities for the Globe community and those who engage with us. It is vital to acknowledge and understand the historical context of institutional racism and the enduring legacy of colonialism, which have profoundly benefited our society at the expense of marginalised communities.

The key element to this strategy is acknowledging the human element as our common denominator, while empowering and creating opportunities for our humanness in all forms. As we become more socially aware, it is important that we examine and address the systemic injustices that continue to plague our society and organisation. The struggle against racism has evolved, taking on new dimensions, with a growing recognition that merely avoiding overt acts of racism and discrimination is not enough.

Everyone is learning; it is a journey for everyone; it is ok to be carefully curious – respectful curiosity won't be used as a judge of your character, but we ask you take responsibility for your own learning and research. 'Oops moments' are ok, but intentional or repetitive micro or macro aggressions are not. We want conversations to take place, without character assassinations or lack of sensitivity taking place. The learning cannot be at the expense of individuals, and safety and respect must be key.

Avoiding these discussions or pretending that Race and Ethnicity is not an issue at the Globe and within wider society, only perpetuates the status quo, where racial inequalities persist. Instead, we must call on everyone to lean into this discomfort, to engage in open and honest conversations about Race, and to use that discomfort as a catalyst for change. We want to use this opportunity as a driving force, we can work together to create a more inclusive space at the Globe.

Scope

Our strategy will encompass every aspect of our organisation, emphasising accountability, personal commitment, training, knowledge sharing, reporting and evaluation, structural

changes, Globe communities, and using the expertise of our higher education and research colleagues. It will apply to all Globe employees, including Directorate, volunteers, freelancers, contractors, and other Globe collaborators such as the Board of Trustees. *Please refer to appendix B for definitions.*

Mutual Commitment

Our commitment is to make Shakespeare's Globe a beacon of Equity, Diversity, and Inclusion (EDI) by building an environment to allow people to thrive, feel visible, and respected for their contributions, and as a result becoming an employer of choice.

The purpose of our Anti-Racism Strategy is to foster a workplace culture that embraces and celebrates inclusion for all individuals, regardless of their background and lived experiences, whilst actively addressing systemic barriers and discrimination.

We all share a collective responsibility to implement the aims and commitments of this strategy and need to play our part in cultivating a working environment where everyone can achieve their full potential. We are accountable for our own behaviours and are accountable for addressing non-inclusive behaviours and culture within our departments and wider organisation.

Whilst we are aware that the eradication of systemic racism is an ongoing global issue, our space gives us a unique opportunity to create an inclusive and equitable culture, using dignity and respect, through exploring the platform Shakespeare has provided against the context of today's issues.

We will also be looking to address challenges around intersectionality within this strategy, including how Race connects with disability, gender, societal, generational, and religious inequalities.

We aim for this strategy to be an ongoing organisational development approach, which will be adaptable to the changing internal and external environment, through the implementation of accountability, procedural structures, training, and development, and will be aligned with our Globe values.

Shakespeare and Race

Shakespeare has been created over the centuries as an icon of white excellence. We must break that down. Our work on Shakespeare and race enables us to do this while maintaining Shakespeare's plays and theatres as central to our artistic and educational vision.

Professor Farah Karim-Cooper, Director of Education, explores Shakespeare's connection to race through the Shakespeare and Race festivals, the anti-racist Shakespeare webinars and the decolonising Shakespeare efforts achieved by our education department. The relationship between race and empire and Shakespeare is outlined in her book *The Great White Bard*. Dr Hanh Bui, the Globe's Teaching & Research Fellow, also leads Shakespeare and Race workshops, is involved in anti-racism training and, and is a valuable new starters and Globe employees.

We aim to acknowledge this at the beginning of the employee life cycle and follow up with workshops and talks lead by Farah and Hanh. We are not avoiding or ignoring Shakespeare's racist themes in some of his stories and therefore, internally as an organisation we too cannot avoid racism.

Systemic and Institutional Racism

In order to move forward and meet the world where it is, we need to understand the context of racism and its impact on society and our workforce today.

Institutional racism is a systemic and deeply ingrained pattern of discrimination within our society (class and social economic differences), institutions, such as government, education, healthcare, and criminal justice. It has roots that stretch back centuries, which marked the brutal commencement of a global system built on the oppression and exploitation of people of the Black and Brown people and the rest of the Global majority.

The era of colonisation played a pivotal role in shaping the power dynamics of our world and enriched the colonisers and their societies at the expense of the colonised, inflicting immeasurable harm on cultures, economies, and the collective self-worth of marginalised communities. The trauma of colonialism endures in the form of generational trauma, land dispossession, and cultural erasure, further perpetuating racial disparities.

Systemic racism encompasses deeply rooted patterns of discrimination within societal structures, where policies and practices disadvantage certain racial groups. This goes beyond individual prejudices and is embedded in institutions, perpetuating disparities in areas like education, employment, housing, and criminal justice. It results in unequal opportunities, limited access to resources, and the reinforcement of racial hierarchies.

To truly understand systemic racism, we must recognise historical contexts, such as slavery, segregation, and discriminatory policies, which have left lasting impacts on marginalised groups. We have in the past delved into the complexities of the historical roots and how they manifest in society today, shedding light on disparities in areas like wealth accumulation, health outcomes, and representation.

The initial aim of this is to put foundations in place, but as an organisation, the Globe is in the position to think beyond the foundation of what Anti racism is in the workplace. And therefore, after the foundations have been embedded, we will think beyond representation.

Being educated on systemic racism fosters a more nuanced understanding of our own privilege, unconscious biases, and the role each person plays in either perpetuating or challenging these systems. It encourages critical thinking, empathy, and proactive efforts to dismantle discriminatory structures, fostering a society that values equity and justice for all.

The racial hierarchy that systemic racism reinforces often benefits the racial group that holds historical and institutional power. In many societies, this has traditionally been the dominant racial or ethnic group in a particular space.

This group tends to enjoy preferential treatment in terms of opportunities, resources, and societal privileges. Systemic racism perpetuates a cycle where advantages are passed down through generations, maintaining the status quo.

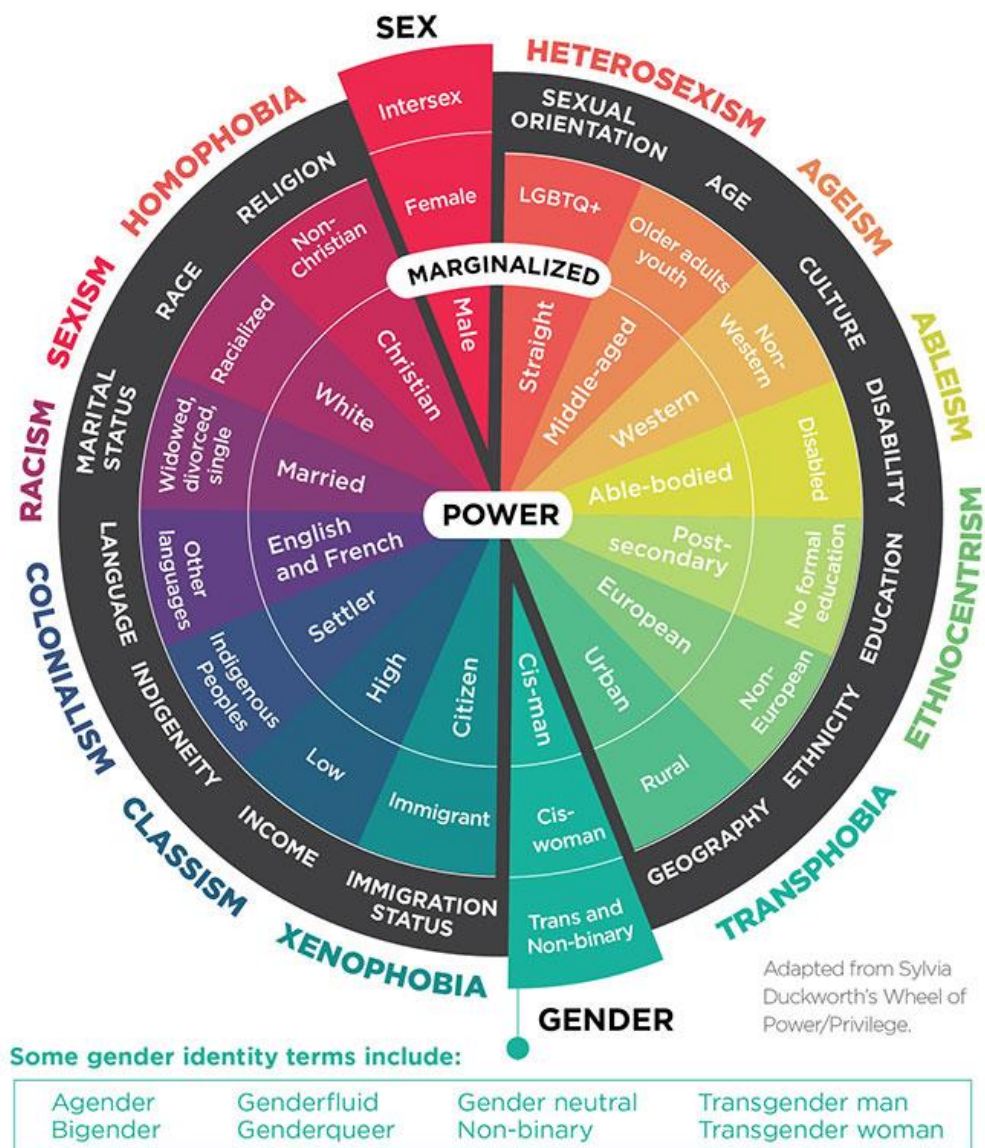
The Privilege Wheel and Intersectionality

Equality means treating everyone the same way, providing the same resources or opportunities regardless of individual needs or circumstances. However, this approach may not address pre-existing disparities because it assumes that everyone starts from the same place and has the same needs, which we know not to be the case in our society.

Equity, on the other hand, recognises that people have different starting points and varying needs. It involves distributing resources and opportunities in a way that accounts for these

differences to ensure fairness. In the context of systemic racism, advocating for equity means acknowledging historical disadvantages faced by marginalized groups and implementing policies that actively work to level the playing field. It's a more proactive approach that aims to address and rectify existing inequalities, promoting a more just and inclusive society.

The privilege wheel is a visual tool designed to illustrate the various aspects of privilege that individuals may experience based on different social identities, including race, gender, sexuality, ability, and more. The wheel is often divided into sections representing different categories of privilege, with the centre representing the most privileged and the outer edges representing the least privileged. This is a useful tool to understand the nuances of intersectionality.



Anti-Racist, Not Racist, and Intentionally Inclusive

Anti-Racism is a proactive stance that seeks to understand, challenge, and eliminate systemic racism and its manifestations in society.

One key aspect of anti-racism is the recognition that not being 'racist' is not enough; individuals and institutions must actively engage in anti-racist practices. This involves acknowledging and addressing unconscious biases, actively promoting diversity and inclusion, and advocating for policies that dismantle systemic barriers. It's a continuous process of self-reflection, education, and advocacy.

Curiosity and education play a pivotal role in anti-racist work. By promoting an understanding of different cultures, histories, and perspectives, society can break down stereotypes and challenge ingrained prejudices. Our curiosity should extend beyond formal settings to include ongoing conversations within communities, workplaces, and families.

Anti-racism acknowledges this historical context and strives to rectify these imbalances.

I am Anti-Racist: To be Anti-Racist is to actively work against and be actively opposed to or actively work against racist policies, procedures and systems. It means engaging in a continuous process of self-education, introspection, and advocacy to dismantle the structures that perpetuate racial inequality. It requires confronting one's own biases, supporting policies and initiatives that address racial disparities, and standing in solidarity with marginalised communities.

I am not racist: Being "not racist," implies passivity and inaction, for example being an active bystander when situations of racism or discrimination occur. It suggests that you are not overtly racist, which doesn't address the deeply ingrained biases and systemic structures that sustain racial inequalities.

Intentional inclusivity is a cornerstone of anti-racism. It requires actively promoting diversity, equity, and inclusion in all aspects of society, from education, policy and cultural representation. True inclusivity demands not only acknowledging the diversity of voices but also actively amplifying those that have been historically silenced. Inclusivity is not giving opportunities to people of global majority without a welcoming environment or providing appropriate tools to ensure they can thrive at the Globe.

Steps to accountability

- Educating yourself with curiosity, on issues of Race and racism and listening to other perspectives and experiences of people from underrepresented ethnic groups.
- Recognising ways in which society has benefited from colonialism and its continuous impact on marginalised groups.
- Listen to and understand the experiences of people from underrepresented ethnic groups and acknowledging the impact of racism and discrimination.
- Speaking out against racism and discrimination when you witness it and using your privilege and influence to advocate for change.
- Recognising and challenging your own biases and assumptions and actively working to create a more inclusive and equitable environment.

'Acknowledged and actioned, but never ignored'.

We understand that zero tolerance means different things to different people and can leave people feeling unsure about whether mistakes can ever be made, or if reporting leads to dismissal after every and any report. So, the approach at the Globe will be to take all reports, incidents, and disclosures seriously and commit to investigating and taking appropriate action. We will identify any themes, have follow-up conversations, and provide training as appropriate. Some incidents may result in disciplinary action, others will be used as a moment for learning. We will treat each case as sensitively and respectfully as possible.

Globe Roles and Responsibilities

In this strategy to combat racism, collaboration with various stakeholders plays a pivotal role.

The **Directorate**, as the central decision-making body, spearheads the initiative by setting clear goals in our strategic aims, providing resources, and ensuring alignment with the Globe's mission.

The **Wider Leadership** group, representing various departments and teams, is responsible for translating these directives into actionable plans, fostering an inclusive workplace culture, and monitoring progress of inclusion at the Globe.

The **Board of Trustees**, our governing body, holds us accountable for implementing anti-racist policies and practices, providing oversight, and championing diversity in our leadership at the Globe.

Employees, Contractors, Freelancers and Volunteers will be vital in taking the role of allyship, active bystanders, will be receptive to learning, understanding and respecting lived experiences of others, and will be an active part of the developing and implementing of their departments and the Globe's Anti-Racism plans.

Engaging with our **audiences and all who engage with us** is vital; they are encouraged to share feedback, experiences, and insights, helping us tailor our efforts to address their concerns. We will also expect audiences to follow our Anti-racist directives and not intentionally behave in discriminative, hostile, or racist ways.

Lastly, we actively connect with **internal and external networks** to amplify our message, share best practices, and learn from like-minded partners and organisations, fostering a broader collective impact in our ongoing commitment to anti-racism.

Plans and Timeline

This strategy is ongoing and will adapt and progress with the organisation, its leadership, and external practice, whilst ensuring that Anti-Racism is a common theme in all our practices.

Our aim over the next 18 months, during the current 3-year Rebuilding organisational strategy, is to ensure that we have our basics in place to ensure we are not further isolating the groups we are aiming to include e.g. writing this strategy, training and communicating our approach, creating a shared sense of ownership of this strategy, including our inclusion statement in all of our policies.

Our anti-racism strategy approach involves education, awareness, policy reform, and ongoing evaluation. It's a journey that requires continuous effort and dedication, but the rewards are immense. As we confront and dismantle systemic biases, we pave the way for a more inclusive, fair, and harmonious Globe. We have the opportunity to set an example for our industry, and by doing so, we contribute to a world that values and respects the dignity of every individual, regardless of their race or ethnicity.

Below is a plan and timeline for resetting and building our Anti-Racism and inclusion foundations. Following this, there will be a review period with a view that we progress to the next stage of our strategy. Please see detailed action point in Appendix.

Building Foundations: May	Action Points: Develop an Anti-Racism and cultural competency training program for all employees and other internal Globe people. Identify and engage key stakeholders: employees, management, and external advisors.
June to September	Roll out the Anti-Racism training program. Analyse data from the feedback methods to identify areas for improvement. Launch reporting mechanisms for incidents of racism and discrimination.
September to December	Plan in regular Shakespeare & Race workshops for all internal Globe people. Ask each department to conduct a baseline assessment of the awareness of diversity and current Anti-Racism and write departmental action plans.
January 2025 onwards	Begin reviewing and revising existing policies and practices with an Anti-Racism lens.

As we move forward with the implementation of our anti-racism strategy, it is crucial to remember that this is not a one-time initiative, but a long-term commitment. By staying true to our values, we can create an organisation where every member feels valued, supported, and empowered to thrive.

Further Reading/ Resources

- Books available in the Head of People & Culture's office to borrow, including:
- Decolonizing the Theatre Space: A Conversation: Simeilia Hodge
- Why I am no longer talking to White People about Race: Reni Eddo-Lodge
- [Be a Better Ally \(hbr.org\)](https://hbr.org)
- [Performative Allyship Is Deadly \(And What to Do Instead\) | Forge \(medium.com\)](https://medium.com)
- [Educate Yourself: Virtual Racial Equity Workshops | Eventbrite](https://eventbrite.com)
- [Developing an anti-racism strategy | CIPD](https://cipd.co.uk)
- [Race Equality Hub - Hubs - Employers Network for Equality & Inclusion \(enei.org.uk\)](https://enei.org.uk)

Education and Theatre Resources:

- Shakespeare and Race Globe Podcast series: [Podcast](#)
- Shakespeare and whiteness, Globe Podcast series: [Podcast](#)
- Anti-racist Shakespeare Webinars: [Webinar](#)

Key contacts

- **The People & Culture Team:** to contact if you need support or have any question or input to this strategy. Please contact hrshared@shakespearesglobe.com
- **Prof. Farah Karim Cooper:** as the Globe's anti-racism lead, Farah is available for consultation and advice.
- **Global Majority Group:** this group is a safe space for employees from underrepresented groups who identify as part of the global majority. Please contact globalmajority@shakespearesglobe.com
- **EAP:** This is for all employees requiring support should they need it: access confidential 24/7 advice and support by calling 0800 030 5182. Your call will be handled by an experienced therapist or advisor who will offer support in a friendly, non-judgemental manner. Online portal (<https://healthassuredeap.co.uk/>). The username is: *Shakespeares*. The password is: *Globe*.

OR

App: Search *Spectrum.Life* in your app store and download. Sign in with access code: *BeWell*

Call: 0800 316 9337

WhatsApp or Text: text 'hi' to 07418 360 046

Website: www.legalgeneral.com/eap using the access code *BeWell*

Appendix A: Action Plan

The aims of the actions below, are to create an empathetic working environment where cultural curiosity, sensitivity, and awareness is part of everybody's role and responsibilities. This has been partly implemented since 2023 and will continue up to 2025. There will be continuous assessment and review so that behavioural expectations and structural systems are the right fit for the Globe now and in the future.

Intentions	Actions
<p>Organisational and Directorate Accountability</p> <p><i>Values:</i> Accountable Collaborative Inclusion</p>	<p>Commitment to achieving Anti-Racism strategic KPIs and departmental action plans.</p> <p>Attendance and engagement in Wider Leadership Group Anti-Racism workshops, applying key actions and lessons with their wider departments.</p> <p>Leadership Role Models – Being active allies, making sure the strategy is lived and adapted, taking reports seriously and ensuring appropriate action is taken swiftly, and addressing micro-aggressions immediately.</p> <p>Creating and developing inclusive recruitment and casting practices, by using data, training, and addressing barriers to application and appointment.</p> <p>Having regular reviews and examining the intent of our Globe activities such as productions, workshops, exhibitions, tours, and marketing materials to ensure that our external imagery, brand, and public image does not negatively impact the Global Majority employees working at the Globe.</p> <p>Press and media outputs will also be regularly reviewed to ensure that there will be an Anti-Racism lens.</p> <p>Aim to increase representation in leadership (Board, Directorate, and Senior Leadership Group) through succession planning, investing in talent, in active networking, and in managing the potential impacts of the 'glass cliff'. However, ensuring that mechanisms are in place to avoid tokenism and 'positive discrimination'.</p> <p>Acknowledge the benefits of having diversity and different lived experiences by recognising the contributions of underrepresented groups on the work at the Globe.</p> <p>Ensure that our visitors and patrons are aware of our Anti-Racism approach, and the behaviour expectations we have of them whilst engaging with the Globe.</p> <p>Create a bullying and harassment policy, which specifically establishes a clear stance against racist and discriminatory behaviours, outlining the consequences for individuals who engage in such behaviour.</p> <p>Review, create and improve internal documentation and processes – all policies, procedures, and governance to include inclusive language, address barriers and biases, and address systemic racism within the Globe to protect individuals from racism and racial bias in all aspects of working</p>

	<p>life. Developing induction and onboarding for new starters to encourage belonging and educate on Globe culture.</p> <p>Engage with industry peers, and wider networks, to apply Anti-Racism frameworks for decolonising fundraising.</p> <p>Commitment to improve the Employers Network for Equality & Inclusion annual score (TIDE) from 41% (2023) to 50% (2024) to 85% (2025).</p>
<p>Departmental Accountability</p> <p><i>Values:</i> Accountable Collaborative Inclusion Innovative</p>	<p>Each department to ensure their Departmental Action Plans have specific antiracism action points, linked to the Globe KPIs and the Shakespeare & Race work.</p> <p>Ensure budget planning involves looking at investing in Anti-Racism activities. Following a policy that requires departments to make a conscious effort to work with diverse suppliers and contractors, and to ensure that opportunities are provided to businesses owned by underrepresented groups through procurement and early budgetary considerations.</p> <p>Ensure that workforce planning is completed on a regular basis, to ensure that bias is removed when looking at structural changes, promotion opportunities, vacancies, job descriptions, and new roles.</p> <p>To introduce quarterly standing agenda points at the Senior Leadership Group meetings, for departmental updates on their Anti-Racism action plans, and to share the update with the wider organisation.</p> <p>Ensure time is planned for team training and development on Anti-Racism.</p> <p>Ensure that production directors take part and engage in the Anti-Racism theatre induction, and model the appropriate behaviours with the companies.</p> <p>Guided Tours: We will ensure that tours and Tour Guides have support and resources to confidently talk about Shakespeare and Race.</p> <p>Be open to interrogating and questioning departmental practices and behaviours – are you being empathetic and considerate; are the work outputs unintentionally participating in institutionalised racism; what is the impact of the work and activities on Global Majority colleagues; is the work outputs ensuring Shakespeare is accessible for all?</p> <p>Heads of Department to give their teams clear reporting lines if they feel something is wrong, and ensure that reports are listened too, not excused, and taken seriously. Also, to start the conversation and address behaviours before conflicts arise. Such as micro-aggressive language or behaviours.</p>
<p>Personal Accountability</p> <p><i>Values:</i> Accountable Collaborative Inclusion</p>	<p>Be kind, respectful, and empathetic to other colleagues lived experiences, recognising the impact of your language and behaviours, and being aware of our own privileges.</p> <p>Being an ally means being actively and consciously inclusive in a way that helps people from all backgrounds and identities feel respected and valued. It means you are committed to furthering your understanding of inequality and committed to trying to change it.</p>

	<p>Have departmental representation at Shakespeare & Race activities and promote attendance and engagement.</p> <p>Attend and apply learnings from Anti-Racism training and workshops.</p> <p>Double-check work or communication you are concerned could potentially cause upset or harm with someone who can apply a different lens than yours.</p> <p>All Globe People to be accountable for any potential micro-aggressive or other racist behaviours. Ensuring that openness to feedback, understanding the impact on others, and actively changing your behaviours in the future.</p> <p>Educate yourself on Anti-Racism and commit to being an ally; use the CPM check-ins to discuss resources available and participate in feedback from, and to, your manager so that you can both reflect on how you are achieving your individual commitment. Remove any defensive responses to feedback you receive, it is normal to be upset, but take ownership and don't put your upset on to others by being considerate of the other person's feelings and the courage it took to raise the concerns.</p> <p>Active Bystanding - If you witness racist or discriminative (macro or micro) behaviour, at any level, ensure you report using the appropriate procedure.</p>
<p>Training and Knowledge Sharing</p> <p><i>Values:</i> Accountable Collaborative Inclusion Innovative</p>	<p>A variety of resources will be available, some mandatory and other value-added personal education, for all Globe people. This will include workshops, training, factsheets, posters, e-learning, videos, books, podcasts, programmes, and events.</p>
<p>Reporting and Evaluation Structures</p> <p><i>Values:</i> Accountable Collaborative Inclusion</p>	<p>Monitoring and reporting on Globe People diversity data, turnovers, and exit interviews.</p> <p>Monitoring and reporting on audience diversity data.</p> <p>Annual benchmarking to compare with industry best practice.</p> <p>Using the Global Majority Group as a critical friend, to evaluate and support in improving.</p> <p>At the Wider Leadership Group, regular assess the impact the Anti-Racism strategy, EDI KPIS and adapt accordingly.</p> <p>Internal Complaint Process – implement procedures for Globe people to report incidents of racism and discrimination and communicate the steps the Globe will take to address this.</p> <p>Report to the Board on the progress of KPIs.</p>

<p>Supporting and Empowering Globe Communities</p> <p><i>Values: Accountable Collaborative Inclusion</i></p>	<p>Global Majority Group and Employee Engagement, Create platforms for open dialogue and discussion on racial issues within Globe.</p> <p>Create an allyship group that would play a key role in encouraging and empowering their peers to align and educate themselves on Antiracism and Antiracist practices.</p> <p>Continue Director Shakespeare & Race and Anti-Racism inductions and Company Shakespeare & Race and Anti-Racism inductions.</p> <p>Networks - Learn from successful anti-racism initiatives in other organisations and share best practices.</p> <p>Increasing outreach for underrepresented communities:</p> <ul style="list-style-type: none"> • Local university and Higher Education job fairs • Outreach • Placements • Local Partners – companies, communities, networks etc. <p>Work with organisations that actively work towards Anti-Racism promoting diversity and inclusion.</p> <p>Provide people from the Global Majority support to process Shakespeare and Race.</p>
<p>Accessing Globe Higher Education & Research Expertise</p> <p><i>Values: Innovative Collaborative Inclusion</i></p>	<p>Research & Collections: the Library will signpost and provide resources readily available to employees for research purposes.</p> <p>Shakespeare & Race: New starters will be expected to attend designated talks on Shakespeare, Race and Anti-Racism by Farah Karim-Cooper (or to view them digitally) as part of their induction and follow up sessions in workshops. This is to encourage curiosity and help in the understanding of Shakespeare and who he is in the eyes of modern-day society. This is also to help us set expectations for how we engage with audiences/ students/ freelancers, and any support they might need with disturbing themes in Shakespeare’s work.</p> <p>Globe/King’s Shakespeare Centre: produces work on Shakespeare and Race with currently two of Farah’s Ph.D. students working to advance this area of study.</p> <p>Early Modern Scholars of Colour Network: solidarity and support for students and early career scholars of colour. Contact Hanh Bui for more information.</p> <p>The Research team can provide further resources and support.</p> <p>The Higher Education team lead on faculty training in EDI and support Farah in anti-racism training for our freelancers.</p> <p>Learning: expert Globe Education Practitioners deliver specialist training for teachers on anti-racist approaches to teaching Shakespeare.</p>

Appendix B: Glossary

- *Direct discrimination*: Treating someone less favourably because of a Protected Characteristic.
- *Indirect discrimination*: A provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others and is not justified.
- There are nine *protected characteristics* under the Equality Act 2010:
 1. age
 2. disability
 3. gender reassignment
 4. marriage and civil partnership
 5. pregnancy and maternity
 6. race
 7. religion or belief
 8. sex
 9. sexual orientation
- *Harassment*: Can be defined as ‘unwanted behaviour that violates a person’s dignity or creates an intimidating hostile, degrading, humiliating or offensive environment for the person.’ And is unlawful under the Equality Act 2010.
- *Victimisation*: means where an individual is given less favourable treatment than others in the same circumstances because they have made allegations or complaints of, or given information about, discrimination or harassment, or supported someone else’s complaint.
- *Bullying*: Refers to behaviour that is repeated, intended to hurt someone either physically or emotionally and is often aimed at certain groups (for example those with protected characteristics).
- *Abuse of power*: The misuse of authority vested in a person or an official for personal advantage or misusing it towards juniors or subordinates or a combination of both which results in adverse effects and breeds negativity. This can involve using controlling or coercive behaviours.
- *Race*: A socially constructed concept used to categorise and differentiate people based on physical and genetic characteristics.
- *Global Majority*: a term that refers to those who make-up 80% of the world’s population. By ‘global majority’ we refer to those of the following backgrounds: African or Caribbean heritage, South Asian heritage, East Asian heritage, West Asian heritage, Central Asian heritage, South East Asian heritage, East Asian and South East Asian heritage, Middle East and North African heritage, and those who have experienced racism. By the term ‘those who have experience racism’, we are referring to individuals who have experience discrimination based on the colour of their skin, Race and/or their culture.
- *Active bystander*: A bystander is a person who is present and witnesses something but is not directly involved in it, whereas an active bystander is someone who not only witnesses a situation, but takes action to keep a situation from escalating or to disrupt a problematic situation.

- *Privilege*: A right or advantage gained or available by birth or social position or granted.
- *White fragility*: Defensive and discomforted responses by white individuals when confronted with discussions or challenges related to racial issues.
- *Prejudice*: Preconceived opinions or judgments about individuals or groups based on stereotypes and biases.
- *Tokenism*: Superficial inclusion of members from underrepresented groups to give the appearance of diversity without meaningful participation.
- *Allyship*: Active support and advocacy for marginalised groups by individuals who are not directly affected by the same forms of oppression.
- *Decolonisation*: The process of dismantling and undoing the cultural, economic, and political effects of colonialism.
- *Colonialism*: The establishment and maintenance of control by one nation over another, often involving exploitation and domination of the colonised.
- *Intersectionality*: The interconnected nature of social categorisations, such as Race, gender, and class which can result in unique forms of discrimination and privilege.
- *Power*: The ability to influence, control, or make decisions that impact individuals, groups, or societies.
- *Person of colour*: An individual who is not of European descent, often used to describe non-white racial or ethnic backgrounds.
- *Ethnicity*: A social and cultural group identity based on shared customs, language, religion, and historical experiences.
- *Culture*: The beliefs, values, customs, traditions, and practices shared by a particular group of people.
- *The Glass Cliff*: A phenomenon where women and minorities are disproportionately placed in leadership roles during times of crisis or risk where failure is likely, without the tools and support from their reports or leadership above them to thrive. This pushes them further from success and therefore off the glass ceiling they worked to reach.
- *Microaggression*: Subtle, often unintentional acts or comments that marginalise or discriminate against individuals based on their Race, gender, or other characteristics.
- *Macroaggression*: Blatant and overt acts of discrimination or hostility directed at individuals or groups based on their identity.
- *Passive racism*: Unintentional and subtle expressions of prejudice or bias, often through inaction or silence.
- *Psychological safety*: A state of well-being that encompasses both physical and mental health and is essential for overall personal and professional growth.
- *Curiosity*: A strong desire to learn, explore, and understand new information or experiences.

- *Classism*: Discrimination or prejudice based on an individual's social or economic class.
- *Othered*: The act of treating someone as different or inferior based on their perceived differences, often leading to exclusion or marginalisation.
- *Systemic racism*: A deeply ingrained and pervasive form of racism that is embedded in social, economic, and political systems.
- *Institutional racism*: Discriminatory practices and policies within organizations or institutions that disadvantage specific racial or ethnic groups.
- *Overt racism*: Explicit and visible acts of racism, such as hate speech or discriminatory actions.
- *Covert racism*: Hidden or subtle expressions of racism, often more difficult to detect but still harmful.
- *Colour blindness*: The perspective of ignoring or downplaying racial or ethnic differences, often leading to the dismissal of systemic inequalities and discrimination.

Appendix C: 'Acknowledged and actioned, never ignored' Process

Roadmap of care:

Step	Description
1. Acknowledgement of report	<p>Establish channel for reporting incidents, ensuring confidentiality and anonymity if requested.</p> <p>Acknowledge receipt via appropriate reporting method, in a timely manner.</p>
2. Allocate responsibility	<p>Allocate responsible individuals or teams for investigating report.</p>
3. Assessment	<p>Conduct an initial assessment to determine the severity and urgency of the reported incident. Identify if immediate action is required to address potential harm or escalation.</p>
4. Early resolution	<p>Encourage conversation and early resolution of incidents with consideration for the severity or nature of the complaint.</p>
5. Documentation	<p>Document details of the incident, including date, time, location, and a thorough description of the events.</p>
6. Investigation	<p>Initiate a thorough, impartial investigation to gather additional information and perspectives.</p>
7. Communication	<p>Communicate with the individuals affected, ensuring sensitivity and respect for their experiences. Be honest about the possible outcome as this may not match with their expectations.</p> <p>Keep affected parties informed about the progress of the investigation while maintaining confidentiality.</p>
8. Resolution and Action	<p>Determine appropriate actions based on investigation findings, such as disciplinary measures or educational initiatives.</p> <p>Implement corrective measures to address systemic issues that may have contributed to the issue.</p>