TSL PRACTICE BRIEF

IDENTIFYING AND RESPONDING TO RACE MICROAGGRESSIONS IN THE THIRD SECTOR

MARCH 2021

Third Sector Leeds believes that all third sector organisations need to ensure that they place themselves at the leading edge of anti-racism in their work with communities, whilst also creating a workplace that is diverse and inclusive for all. A key part of this work is recognising the role race microaggressions play in making diverse communities feel uncomfortable or unwelcome in an organisation.

Contents:

1. Why do we need this brief?

A recent report by Voice 4 Change and ACEVO's June 2020 report *Home Truths: Undoing Racism and Delivering Real Diversity in the Charity Sector,* showed that our sector does not always live up to its ideals. The report, which included a survey of 500 third sector workers from diverse communities, fedback that not only are people from diverse communities under-represented, but that many survey respondents face discrimination in their workplace:

- Half of respondents felt that they needed to 'tone down' behaviour or be on their 'best behaviour' in order to fit in in the charity sector
- 147 survey respondents said they had been treated as intellectual inferiors,
- 114 respondents said they had been subject to excessive surveillance and scrutiny by colleagues, managers or supervisors

(Home Truths Executive Summary p3)

Shockingly for a sector that prides itself on its moral compass, *Home Truths* showed that one of the things that makes workplaces unwelcoming to employees from diverse communities is that comments and behaviours from colleagues, reinforce race stereotypes and/or belittle, undermine performance, and exclude them. Generally, these 'microaggressions' are unintentionally racist, but they send a powerful message that the organisation and the majority of its staff do not wish to challenge their assumptions and accept a bullying workplace culture.

This brief seeks to enable third sector organisations and people working in the third sector to begin to recognise 'microaggressions' when they occur and gives some pointers on ways to address them. At Third Sector Leeds we know that work around microaggression is only a part of a wider approach to creating a more diverse and inclusive third sector.

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2. The difference between a 'Microaggression' and a 'Macroaggression'

> **Microaggressions are daily throw-away comments, actions or behaviours that inadvertently exclude people with less power in our society and differ from macroaggressions.**
>
> They are often unacknowledged, and casually degrade, demean, or put down someone who is part of a group (for instance, a gender, race, or ethnic group).

> **Macroaggressions** occur on a systemic level. For instance, unequal pay practices or conditions for a certain group of people. These can be intentional or unintentional, verbal or nonverbal behaviours, written into policies and procedures that occur in or shape everyday interactions.
>
> They occur when there can be no doubt about the discriminatory intent with severe actions such as shouting a racial slur, physically abusing someone because of their race or refusing to hire people of certain races

Although this brief focuses on race, microaggressions (like more explicit discrimination incidents) can apply to any area of diversity:

> *A person who uses a wheelchair might find that questions are directed to their personal assistant rather than to them. Although the person addressing the wrong person (probably) doesn't intend to discriminate, they are acting according to a stereotype that paints people with disabilities as less able to manage their affairs.*

It's all racism; why make a distinction between 'micro' and 'macro' aggressions?

Even though there is much to do in our society to stamp out macroaggressions, they can be much easier to spot and therefore deal with, in the workplace. For instance, most organisations have well developed formal HR processes to deal with the use of overtly racist language (even if they are not always consistently applied).

Because microaggressions *unintentionally* re-enforce common negative stereotypes, they can go unnoticed and or unchallenged so can grow in organisations. In short, 'office banter' can quickly be experienced as discrimination and bullying.

How microaggressions make people feel 'othered', a cricketing case study:

Whilst not directly related to the third sector, an Observer investigation of racism in professional cricket in August 2020, published interviews with black English cricketers, Mark Nelson, and James Pearson about how they felt excluded in their dressing room. TSL believes that this process of 'othering' can happen in any workplace:

Nelson spoke about how his teammates would address him in a kind of phony London slang; he was talking about feeling othered. Same with Pearson, when he spoke about how his teammates would greet him "yo, yo, yo" as he walked into the dressing room.

Neither Nelson nor Pearson felt the behaviour was racist, neither argued that the people who said it were being malicious. But both spoke about how it made them feel uncomfortable, how, over time, that discomfort made them feel isolated and that isolation had a negative effect on their performance.

https://www.theguardian.com/sport/blog/2020/sep/02/crickets-dressing-rooms-have-questions-to-answer-over-black-players-isolation

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In discussing this brief, members of the BME Hub* reported how for some of them, after a lifetime of microaggressions passing without comment, they felt desensitised to the everyday racism around them.

One of the reasons to focus on microaggressions (as part of a wider anti-discrimination strategy) is because even when they are noticed, they can be hard to address effectively. A firm but sensitive approach is needed where the person or people that have discriminated are unaware of what they have done (or why their behaviours are discriminatory).

- The more diverse your organisation the less likely that microaggressions will go unnoticed / unchallenged or that people will be 'othered'
- Everyone in your organisation needs to be open to learning, to recognising microaggressions for what they are, and to being transparent about the challenge of dealing with them
- An organisation's culture needs to make reporting incidents straightforward, everyday and part of normal practice
- Individuals and groups who are unintentionally discriminatory need to be open to amending their behaviours and to (as far as they can) putting things right with the person/people they discriminated against

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3. Some examples of common racist Microaggressions

> *"A lot of these incidences are so commonplace that it would take a long time to go through each one. The 'banter' and microaggressions happen quite often, remarking on the shock that I can speak such good English (I did an English degree)."*
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> *"In both of my roles, the charities wanted someone 'diverse' physically, but mentally identical to their white staff (talk the same, went to the same school, have the same hobbies, etcetera). They were not ready for someone to challenge them on their equality and diversity policies and practices."*
> Online survey
>
> **https://www.acevo.org.uk/publications/home-truths/**

Microaggressions happen when we fail to question the discriminatory stereotypes that are all around us; they are the everyday errors that reinforce systemic racism. Whilst examples of microaggressions are often covered in equality and diversity training they remain common, showing we need to continually check whether our behaviours recycle racist assumptions.

The following tables give an overview of some common microaggressions. They show how microaggressions are related to assumptions around:

- the of status people from different races and ethnicities
- belonging/heritage
- culture/communication style

Theme	Micro aggression examples	Message
Alien in own land People from diverse communities are assumed to be foreign-born.	"Where are you from?" "Where were you born?" "You speak good English." Asking people to teach them words in their native language. Not willing to learn the pronunciation of a non-English name.	You are not British. You are a foreigner. You do not belong here Your racial identity makes you exotic.
Ascription of intelligence Assigning intelligence to a person of colour based on their race.	"You are a credit to your race." "You are so articulate."	People of colour are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent.
Colour blindness Statements that indicate that a White person does not want to acknowledge race.	When I look at you, I don't see colour." "There is only one race, the human race." Saying All lives matter in response to Black lives matter	Denying a person of colour's racial / ethnic experiences. Assimilate / acculturate to the dominant culture. Denying the individual as a racial / cultural being.

Denial of individual racism A statement made when Whites deny their racial biases.	"I'm not a racist. I have several Black friends." "As a woman, I know what you go through as a racial minority." I can't be a racist. I'm like you Comparing/ competing over suffering	Denying/ undermining the validity of other people's realities. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.
Myth of meritocracy Statements which assert that race does not play a role in life successes.	"I believe the most qualified person should get the job." "Everyone can succeed in this society, if they work hard enough." "They only got the job because…"	People of colour are given extra unfair benefits because of their race. People of colour are lazy and / or incompetent People of colour should have to work harder to prove themselves.
Pathologizing cultural values / communication styles The notion that the values and communication styles of the dominant / White culture are ideal.	Asking a Black person: "Why do you have to be so loud / animated? Or Just calm down." To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal." Speak up more." Dismissing an individual who brings up race / culture in work / school setting.	The notion that the values and communication styles of the dominant / White culture are ideal. Assimilate to dominant culture. Leave your culture/ identity outside.
Second class citizen Occurs when a White person is given preferential treatment as a consumer over a person of colour	Person of colour mistaken for a service worker Being ignored at a store counter as attention is given to the White customer behind you Questioning how a person of colour could acquire what they have "You people …"	People of color are servants to white people They couldn't possibly occupy high-status positions. Whites are more valued customers than people of color You don't belong. You are a lesser being.

In order to participate in change white people, need to be anti-racism advocates. Being a white advocate starts with accepting and learning from genuine mistakes rather than denying them and recognising and validating the experience of diverse communities.

Denial of individual racism – example	Message behind
"I'm not a racist. I have several black friends."	I can't be a racist. I am like you; dismissing lived experience and avoids the differnecesin oppression and disrimination around gender and race, focuses on the possible shared expereince of oppressions thereby ignoring or dismissing the experience of racism
"As a woman, I know what you go through as a racial minority."	Your racial oppression is no different than my gender oppression.

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4. Starting points for tackling microaggressions in organisations

Microaggressions have a massive impact on people's sense of self-worth and belonging. Moreover, the daily reinforcement of discriminatory stereotypes through microaggressions underpins systemic racism and undermines wider anti-racism activity. The following 'starting points' give some tips on tackling them.

TSL believes that in the third sector, we can be leaders in creating workplace cultures that identify and challenge microaggressions. The following 'starting points' share some ideas about how our organisations can make progress in eliminating microaggressions.

4.a Keep microaggressions in your organisation's thinking

Home Truths shows that the third sector needs to do better across a wider range of its equality and diversity practice. While it's important to focus on 'inclusion targets' and meeting legal obligations around discrimination, its important also not to lose sight of creating a healthy and inclusive workplace culture that addresses microaggressions.

- Trustees and senior managers need to assume that microaggressions happen in their organisation and embed activity that is explicitly aimed at identifying and challenging them into the wider equality and diversity strategy

This article reports on how Save the Children have used a range of surveys to find out about the gap between what staff think about their individual practice and how effective they think the organisation is around race equality; an important step to understanding perceptions of the workplace culture. It also reports on some early action.

> The Chartered Institute of Personnel and Development (CIPD) have produced a range of resources to support organisations in developing their approach to anti-racism which includes a lot of actions focused on generating an inclusive workplace culture. A particularly good starting point is their guide to developing an anti-racism strategy.

4.b Make reducing microaggressions part of your organisation's core purpose

Third sector organisations, their employees and their volunteers need to be explicitly anti-racist both within and outside of the organisation; third sector people should aim to be advocates who can't 'walk by' when they witness a microaggression in the street or at work.

- Trustees and senior managers need take the lead in making clear that racism is an everyday experience woven into our systems and institutions.
- Set a culture that makes tackling microaggression part of 'how we do things round here'.
- Set high expectations for staff in recognising and challenging microaggressions.

4.c Put organisational learning at the centre of your anti-racism strategy

Microaggressions happen through the constant and unnoticed recycling of discriminatory stereotypes –addressing the stereotypes and bringing them into the open stops the cycle.

- **Develop a mandatory training package offered to all staff (focused on challenging the preconceptions of white staff)**
- Unconscious Bias https://www.youtube.com/watch?v=dVp9Z5k0dEE&feature=youtu.be and/or Race Equality training is a good starting point and you might also consider White Fragility Training (training that supports white colleagues to address feelings of insecurity around issues of race and ethnicity)
- **Senior Managers can encourage self-education**
- Everyone in the organisation (at whatever level) should seek to educate themselves about racism. Senior Managers can lead this cultural change by prioritising keeping up to date with current anti-racism thinking
- **Enable a learning culture in the organisation**
- Give support to staff/volunteer networks and forums that put sharing ideas and knowledge about challenging racism at their centre
- **Open up the strategy to debate**
- When planning the equality and diversity and inclusion strategy ensure that conversations with staff, volunteers and other stakeholders are built in; for instance, seek to ensure that targets or workplace outcomes are influenced by the wider team not just driven by the law.

The following diagram gives a handy guide to ways that both individuals and organisations can judge their journey towards becoming anti-racist.
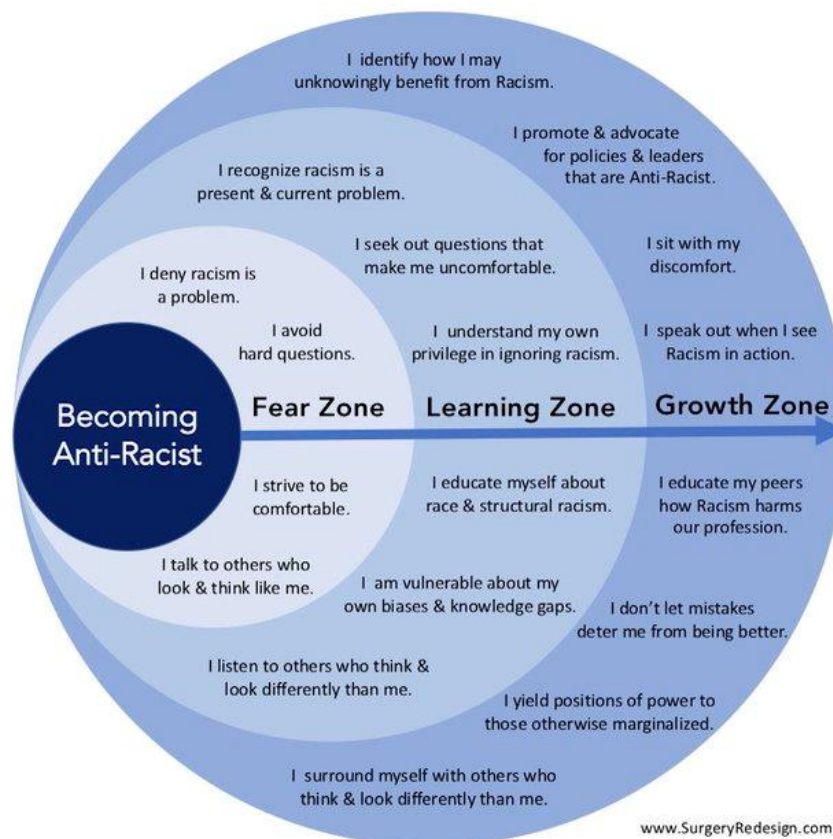
4.d Welcome feedback and listen carefully

Microaggressions often go unremarked and unreported. In order to break the silence around them it's really important to ensure that feedback systems are open and that challenges are acknowledged.

To achieve this, the most important tool for leaders is to actively listen; listening not just to the words being used and taking them at face value, but listening in such a way that you are more likely to understand the real message being communicated. Ultimately active listening shapes better communication and steers change in the right direction.

> Watch the video below that further demonstrates the importance of active listening for leaders. Please note the videos do not explicitly relate to the subject of microaggressions, however the tips discussed can be applied to any microaggression incidence
>
> Importance of active listening
>
> Active listening demonstration

Developing the right culture of listening to colleagues and really hearing what they have to say is a key to challenging microaggressions. It is also important to look at the processes and structures in your organisations to ensure that there are ways for colleagues to share their experiences.

- Have a clear and transparent complaints/whistleblowing process and publicly welcome complaints about all forms of racism
- Encourage anonymous feedback from staff, volunteers, and other stakeholders. CIPD suggests setting up an 'Employee Resource Group' which works with the organisation to ensure a safe channel for feedback. (This can be challenging for small and medium sized organisations. There may be opportunities for organisations to work together to share their learning)
- Engage external advice from equality and diversity specialists.
- Address concerns openly and explicitly

4.e Consider developing restorative practice/restorative language

Where intentional racism takes place organisations should take firm and swift action through their HR policy. However, microaggressions are different – they happen unconsciously so a sensitive approach is necessary. One approach that can create a space for honest, non-confrontational conversations that enable people to address microaggressions is Restorative Practice.

Restorative practice is a systematic way of having conversations that enable people to explore the impact of behaviours and seek solutions that enable everyone to move forward. Restorative practice focuses on:

- describing a behaviour(s) that is upsetting without apportioning blame,
- exploring the circumstances that led to the behaviour
- exploring how that behaviour made the people affected feel
- seeking an agreed solution that addresses the pain causes to the 'victim' and minimises the likelihood of the behaviour being repeated.

Developing a culture of restorative practice in your organisations offers a set of tools for

- Colleagues to sensitively challenge discriminatory behaviours
- Managers to mediate between individuals or groups where behaviours are negatively impacting on colleagues
- For groups to discuss and address discriminatory behaviour in the workplace

At its heart, Restorative Practice enables people to deal with difficult issues by using a structured order for a conversation that is held using non-judgemental language. When being used as part of a mediated solution, the mediator needs to be skilled in using non-confrontational questions to explore problems.

- Establish what the incident was (e.g. When you spoke to me like that…)
- Establish the emotional impact of the incident (It made me feel like….)
- Establish how things could be improved (e.g. What I need you to do is….)
- Gain the agreement of the other person (e.g. Would it be OK if we do that in the future?)

Developing Restorative Practice in your organisation is not a quick fix. It requires a basic understanding of the emotional drivers that effect people's behaviour and cultural change in organisations. It also requires practitioners to be skilled in using the language tools that underpin restorative conversations.

At its simplest restorative practice enables people to address behaviours in a non confrontational way, seeking solutions through simple statements.

To recap the essential elements of a restorative conversation:

- Establish what the incident was (e.g. When you spoke to me like that…)
- Establish the emotional impact of the incident (e.g. It made me feel like….)
- Establish how things could be improved (e.g. What I need you to do is….)
- Gain the agreement of the other person (e.g. Would it be OK if we do that in the future?)

The following example imagines a circumstance where a member of staff is seeking change in the behaviour of their manager.

Manager: Camille I could see in the team meeting you were really upset the other day, could I ask you what happened

Camille: When you were talking to the team the other day you described me as sassy and I've never noticed you say that about any other colleagues

Manager: I am sorry, That was not my intention, I was trying to give positive praise.

Camille: That might not have been your intention, but it made me feel as if I'm being aggressive or pushy and I felt like I had to go into my shell

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Manager: What made you feel like that?

Camille: When I heard the word 'sassy' I felt it was reenforcing stereotypical beliefs about an outspoken black woman and I personally felt dismissed and undermined

Manager: Really, I had no idea that impact of that word. I am really sorry. How can I be a better manager in the future?

Camille: What I need is to believe that my views are equally appreciated as everyone else's and that when I speak up, I'm not being singled out

Camille: Would you be willing to accept me the way I am without drawing attention to it?

Manager: Yes, I have taken what you have said on board and will put this into action. Thank you, Camille for being so honest and open and if anything, else like this happens, do not hesitate to share your concerns with me. I know it can be hard to raise a concern with a manager I am grateful you had the courage to do so. Thank you

Of course, while restorative practice offers a mechanism for addressing microaggressions, it still remains necessary to maintain an open culture of reporting and recording incidents so that any particular hotspots or issues can be identified and addressed.

Video: 'How I deal with microaggressions at work'

https://www.bbc.co.uk/ideas/videos/how-i-deal-with-microaggressions-at-work/p07sc5vb

Video: Restorative Practice
http://www.bing.com/videos/search?q=restorative+practice+ted+talk&docid=607999625068676304&mid=40CF58DF54639DB2828040CF58DF54639DB28280&view=detail&FORM=VIRE

[1] Restorative Practice is a key part of Leeds City Council's approach to working with Children and Families. In the past, a 2 day introductory training course was available to the third sector from colleagues in the Children and Families department. The BME Hub will establish if this course is still available, and if it is, promote it to members and the wider sector.

4.f More diversity leads to less microaggressions

A lot of equality and diversity policies set targets for increasing the diversity of Boards of Trustees and of the workforce. There's a good business case for diversity; an organisation that more closely matches the diversity of service users will deliver better services. At TSL we also think that in a more diverse organisation it's less likely that microaggressions and the assumptions that lead to them will go unnoticed, unchallenged. Some of the ways that you can begin to develop a more diverse organisation include:

- Set targets and monitor how well you're performing against them
- Explicitly and publicly welcome applications from diverse communities for jobs and for trustees (targeting under-represented groups)
- Adopt 'race blind' application processes and make a point of welcoming a range of interests and experiences
- Consider developing mentoring and 'reverse mentoring' programmes to increase the diversity of trustees and more senior roles.

About reverse mentoring

In a traditional mentoring relationship a more professionally senior, older, or more experienced person guides the development of a more junior / less experienced mentee. Reverse mentoring turns this relationship on its head putting the more junior person in the driving seat of the relationship.

The theory for doing this is that reducing the imbalance of power between the mentor/mentee it is more likely that the conversation will lead to be *both* participants learning from each other.

You can read about an example of reverse mentoring in the civil service here.

Being a top 5 Inclusive Employer
Touchstone in Leeds is consistently in ranked in its top 5 by the Inclusive Companies network. They achieve this by applying a range of interventions that help them to promote a positive culture and understand where and how change is needed.

They support and listen to staff forums and their Diversity Advisory Group that comment on how what the organisation does well and how it can do better.

They closely monitor the diversity of their workforce, their progression routes and their recruitment. Analysis of this monitoring and staff feedback led them to understand that that although they are very well represented in most management grades by black staff, progression pathways for black, LGBT and disabled staff are not always clear. To address this they are developing positive action including include access to management ILM training for which priority will be given to the 3 groups identified as under-represented or potentially could become so.

In terms of recruitment Touchstone works to ensure is opportunities are advertised in to community groups/places of worship/faith and it is rolling out plans to implement appropriate recruitment and selection strategies to improve the recruitment of BAME staff further including breaking down potential barriers such as giving written interview questions to all candidates 5 minutes before interviews take place.

Touchstone has partnered with Inspire North, to spread the understanding of white privilege hosting a webinar which includes discussion of microaggressions.

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5. Some tips for being a white advocate

At TSL we aspire for every person in third sector to be motivated to fight injustice. One of the ways that white people can do this is by recognising microaggressions when they happen and by being an advocate for change. There are a few simple steps you can take:

- **Recognise and acknowledge your own privileges -** One of the first steps to helping to confront micro-aggressions is to first look at yourself and what privileges you experience when compared to those from other backgrounds.
- **Educate yourself about racism, read books, attend training, watch films.** Expand your horizons and begin to understand the depth of the impact of racism on culturally diverse communities and people. Organisations can help by suggesting reading lists or developing a free library of resources.
- **Be open to discussions at appropriate times** – A good way to learn about what different micro-aggressions are and why they are damaging is to have an open conversation with someone from a culturally background different to your own. However, don't expect to be educated by a black person. Make your education your own responsibility and then have open discussions with colleagues from a BME background to help you keep expanding your understanding.
- **Own your privilege and don't be scared to speak up** – When ever you spot an action that can be experienced as a micro-aggression, you can choose to step up and support the targeted person. This does not have to be done in an aggressive or confrontational way as the aim is to educate rather than shame. Enter the conversation without attacking the person who has caused offence but supporting them understanding why what they said is damaging and what they could say or do instead.

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6. Exploring micro intervention tactics for addressing and coping if you are the victim of microaggressions in your organisations

In the ideal world organisation cultures would be so open to learning that race microaggressions would rarely take place, and when they did, colleagues would quickly and non-judgementally shine a light on the incident. Subsequently, the person that was responsible for the microaggression would question the drivers of their racist assumptions, amend their behaviour and move on.

Unfortunately few, if any, organisations and their people have reached this position. This means that staff and volunteers from ethnically diverse communities may find themselves having to make decisions about if and how they challenge microaggressions.

Protecting your peace of mind

Whether the microaggression is a one-off, or part of a constant 'drip-drip', challenging them (feeling like you're constantly having to 'fight the fight') can come at a heavy emotional cost. Sometimes it might be that self-preservation means choosing to protect your mental state (by not questioning or challenging the behavior) and living to fight another day). Choosing this option does not undermine the validity of your experience or the impact this has had on yourself or others.

If you prefer not to respond to the instance:
- Pause and take a breath.
- Consider if you need to exit the conversation
- Self-care afterwards if required. (please refer to page 16)

Address the issue later.

There is always the option to address the experience at a time when you are more comfortable. If you are unable to respond to the instance immediately:

- Pause and take a breath
- Take time to reflect on the experience and how you would like to proceed.
- If required seek support from your trusted community. Feel free to utilize other empowering tools such as researching how you can approach the subject.
- Respond when you are ready.
- If the situation escalates and you begin to feel unsafe, consider exiting the conversation and exploring the options available to you
- Ensure that you apply self-care afterwards if required.

Address the issue at the time

You may choose to address the microaggression in the moment. If you are able to respond to instance immediately:

- Pause and take a breath.
- If the situation escalates and you begin to feel unsafe, consider exiting the conversation and exploring the options available to you.
- Ensure that you apply self-care afterwards if required. (please refer to page 16)

Micro interventions tactics:

If you choose to respond, in the ideal world, your response will enable the learning of the person responsible for the incident and help them to change their behavior. This section aims to provide some tactics and examples to help start a dialogue should an instance occur.

Disarm the microaggression:

This method aims to manage microaggressions by directly deflecting or stopping the comments.

Tactic	Example
Express disagreement	I don't agree with what you just said…
Express disagreement	I'm not comfortable with…
Seek further information	Could you say more about what you mean/meant by that?
Seek further information	Why is that funny?
Seek further information	How have you come to think that?
Challenge the stereotype	Actually…
Promote empathy	I find myself feeling uncomfortable because you make statements that I find offensive
Promote empathy	That's a harmful because I feel hurt by ……

Educate the offender:

This method aims to educate the perpetrator by encourage a dialogue about what they have done and the harm this has caused.

Tactic	Suggestions
Appeal to their values	I know you really care about… Saying/ acting in this way really undermines…
Differentiate between intent and impact	I know you didn't realise this, but…
Express your feelings	I was offended because… I felt hurt because…..
Express your feelings	When you… I felt….
Increase visibility	Do you realise that…

Seek external intervention:

In some situations, the most effective approach would be to seek support.

Tactic	Example
Alert Leadership	Ask to speak with the relevant manager/ authority or internal support: - *I find myself feeling uncomfortable because XXX has made statements that I find offensive/ upsetting etc…* - *I found this/ these specific instances to be…...* - *They may not realise this however…...* - *This is harmful because…...* - *I know you care about having a diverse culture… I experienced/ I heard someone…*
Formally report	Report these instances using the established process within the organisation
Document	Keep a log of the instance
Support system	Speak with a friend of? someone within your personal support system

If your organisation has culture changing structures in place (e.g. anonymous reporting mechanisms, peer networks, and learning groups) you might be able to talk about your experience in a different, supportive context, or keep a record that establishes a pattern of behaviour that the organisation will address.

Selfcare

Selfcare is an intentional and purposeful act that people do for themselves to maintain their mental, physical & emotional health.

However you choose to respond to a microaggression experience, it is important to acknowledge and sooth any internalized trauma you may feel. Selfcare can take many different forms such as:

Care	Example
Support	Connecting with your community or loved ones. Asking for support from the relevant authority.
Research / Reflecting	Journaling the experience to help you express what you are feeling and what protective action you can take.
Resting	Taking a break after the experience, meditating
Play	Engaging in a fun activity, laughing
Movement	Exercise
Reclamation	Celebrating your culture/ identity
Spiritual	Prayer, spiritual meditation

By practicing self-care, for instance by eating healthily, giving yourself downtime, and focusing on your spiritual needs you can give yourself a break. Going further, this article suggests a range of 'radical healing' activities that celebrates your cultural identity, build solidarity with others, and enable organised resistance to the status quo. It argues that not only are these activities positive in challenging racism, but they could also reduce the emotional toll of the lived experience of racism

References

Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, Esquilin (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. American Psychologist,62, 4, 271-286z

Home Truths: Undoing Racism and Delivering Real Diversity in the Charity Sector.

Overcoming Everyday Racism: Building Resilience and Wellbeing in the Face of Discrimination and Microaggressions by Susan Cousins, 2019

Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation by Derald Wing Sue

Wing, Capodilupo, Torino, Bucceri, Holder, Nadal, Esquilin (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. American Psychologist,62, 4, 271-286z

Other links

See petition for introducing mandatory ethnicity pay gap
https://petition.parliament.uk/petitions/300105

Black Lives Matter Leeds allies Public Group | Facebook

Avery's 10 slides presentation on microaggressions on black women
https://www.instagram.com/p/CBEF2DtD69T/

Racial Justice Network
https://racialjusticenetwork.co.uk/

https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/anti-racism-strategy
https://www.cipd.co.uk/news-views/tackling-racism-workplace

*The BME Hub is currently discussing a permanent name change and is using the term Culturally Diverse Hub until a final decision is made.