



OFFICIAL



Rail Industry Stand Up for Race Equality

by Network Rail

Facilitation Guide

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1. Introduction

1.1. How to use this pack

This guide is designed to help facilitators from across the rail industry lead briefings for Network Rail's Stand Up for Race Equality. For some, talking about race can be uncomfortable, and each briefing is likely to prompt different discussions and responses from the group. The suggested questions and steps in this pack offer options for you, as a facilitator, to tailor your questions and approach for your group, and the conversations you have with them.

1.2. Accepted Terminology

At Network Rail we use the terminology black, Asian and minority ethnic people, employees or communities. Please do not abbreviate this to 'BAME'.

1.3. What you will need as a facilitator

To deliver a briefing you will need:

- A laptop or an iPad.
- [The briefing materials](#)
- A pen and paper.
- Check beforehand with invitees to your briefing whether anyone will require a British Sign Language (BSL) Interpreter or any reasonable adjustments to be made. If you aren't sure how to support a reasonable adjustment request, please speak to your Human Resources, Colleagues or diversity and inclusion lead if you have one.

To prepare to deliver the briefing you will need:

- [The briefing materials](#)
- This pack.

1.4. Values

Familiarise yourself with your company values which you can reference throughout your group's discussion. Here are the Network Rail values as an example:

- Always safe
- Care about people
- Teamwork is key
- Empowered to act

1.5. Background of the Stand Up for Race Equality

In 2020, there were two significant, separate safety incidents linked to racism within Network Rail. Both were preventable. At an employment tribunal, Network Rail was found guilty of not dealing with racial issues.

Racist behaviour has no place in Network Rail, and we have a zero-tolerance approach to racism and any other discrimination. But we know there is racist behaviour in our business and our industry, and these three situations show some of the impact that racism can have on the safety of our colleagues. As leaders and colleagues, we need to act now to stop this from happening again and make Network Rail and the wider rail industry a safer place to work.

The Network Rail Diversity & Inclusion team have been working on the Race Matters programme, which has shown the different experiences that our black, Asian and minority ethnic employees are having at Network Rail. The programme aims to increase the number of black, Asian and minority ethnic employees in our organisation overall and in leadership positions, to 13 % by 2024, so that we are representative of the UK population. This figure is likely to change in line with the 2021 census. The programme is designed to remove barriers to inclusion that we know black, Asian and minority ethnic employees and candidates face. These barriers have been identified through data analysis and by speaking with our people. Ultimately, we want to create a more inclusive culture where each of us feels able to challenge poor behaviour when we see it.

1.6. Preparation

- Be familiar with the Key Themes and Learning Objectives and take time to reflect upon the questions for each objective.
- Watch the films and know them well. We suggest you watch them at least twice.
- Familiarise yourself with the notes and questions for each film.
- Check that all your audio-visual equipment (camera and microphone) is working properly.

1.7. Key Themes and Learning Objectives

There are four key objectives for the Stand Up for Race Equality briefings. Each objective is followed by a question for you to reflect on. Please feel free to make notes before facilitating your first briefing.

By the end of the event participants will have:

- 1. Identified where actions and behaviours of individuals or teams have created an unsafe environment, or lead to safety incidents**
 - a. Can you think of either a real or fictional example of when the behaviour of individuals or teams has created an unsafe environment or lead to safety incidents? If it is a real incident, please do not share examples which are currently under investigation. Each of the stories you will hear are based on Network Rail employees' experiences.

- 2. Thought about their business area's behaviour and how it is looks in comparison to Network Rail's safety culture and values.**
 - a. What do you think about the current behaviour within your own area? Are there any examples you can share that you hope to use?

- 3. Increase awareness of behaviours to create an inclusive culture instead of behaviours that exclude colleagues.**
 - a. In your opinion, what are examples of behaviours that create an inclusive culture? These can be something small, like trying to say someone's name correctly.

- 4. Made a personal commitment to building and continuing an inclusive culture by challenging poor behaviour in the workplace and leading by example in how they behave.**
 - a. It is important to make sure that as a facilitator, you lead by example. Please take time before you deliver your first briefing to think about a personal commitment you can make to build and continue an inclusive culture. This may be an example that you share at the end of the briefing to encourage other participants and help them think around what they can commit to doing.

2. Facilitation Tips

2.1. Managing Emotions

This may be an emotive conversation for many people for several reasons.

- Give yourself time to set up the event to make sure that you are not starting to feel frustrated or unprepared.
- Before you begin the conversation, think about your own feelings. What is on your mind? How could that impact the briefing?
- Having a clear head at the start of the briefing is important as it will help you to manage emotional reactions or heated discussions in the group. It is important to understand that other people's emotional or frustrated reactions belong to them, no matter how personal their response might feel! Your role is to help the group have a conversation about this important subject matter. We have provided support on this in the 'What to do if' section for each film.
- If you have been asked to facilitate a session and don't feel comfortable please contact your human resources colleagues or diversity and inclusion lead if you have one.

2.2. You do not need to be an expert

- Read through the pack until you feel happy to present it. If there is something that you do not understand, ask for help from your human resources colleagues, or diversity and inclusion lead if you have one. Feel free to do your own research to support the briefing. You do not need to know everything, but you should be happy to manage a discussion on the subject.
- Your role is not to be a subject matter expert.
- At the beginning of the briefing explain that you are a facilitator and if you want you can say you are not an 'expert'. The aim of the briefing is to create an open and honest discussion.
- Your role is to facilitate sometimes challenging conversations and to support participants to discover what they can do differently going forward.
- **It is okay to say you do not know.** If you are asked a question that you do not know the answer to, it may be best to ask others in the briefing what they think.
- If a question needs an answer or response, and you do not know the answer, take note of it and let the participants know you will find out to the response and get back to them.
NOTE: Make sure you follow up.
- Remember, a briefing should be enjoyable and stimulating – for you and the participants. The more you relax and enjoy it, the more comfortable you will feel – as will your colleagues.
- Try to remain neutral and give your own opinions sparingly.

2.3. Questioning Techniques

For each film, we have provided a set of questions for you to ask that link to the story that the participants have just watched. Each briefing will be unique, and the discussion will depend on the participant group.

Asking questions is part of good facilitation. It is important that to listen to the responses and link them to what has been said and to the discussion points. Active listening will also help your questions to come naturally.

Give participants time to think and reflect before they answer. Some participants will answer quickly but others will need longer. Do not be afraid of silence and do not feel the need to fill the silence yourself. **Top Tip: If participants do not respond to a question after nine seconds, then it is unlikely that you will get a response. At this point, ask another open question to encourage the participants to contribute.**

Aim for the participants to be speaking 80 % of the time, with you facilitating the conversation for the remaining 20 %.

At any point in the discussion where you feel the participants need some extra prompts you can ask the following:

2.3.1. Open questions

Asking open questions is the best way to start a conversation. Open questions encourage a range of answers rather than short responses. For example, 'what does everyone think about the video they've just seen?'

2.3.2. Enquiring questions (to be used if participants do not answer a question):

- What possible negative behaviour did you see?
- Where were people not being inclusive? What examples can you see?
- How could this make the characters feel?
- Have you come across these types of conversations or behaviour in your world?
- What's the risk of continuing in this way for Network Rail's culture?

2.3.3. Follow up questions (to get a better understanding of what participants are thinking):

- Tell me more about what you're thinking?
- What do others think about what has just been said?
- Is what you mentioned a problem? Why or why not?
- Does anyone have a different opinion?

2.3.4. Reflecting questions (to clarify and run through):

- So, were you feeling...?
- Am I hearing that...?
- What are we, as a group, taking away from this film?
- What have we understood from this character?

2.3.5. Closed questions (to dig deeper):

- When exactly was this?
- How much did it effect you?
- Did you feel good about that experience?

2.3.6. Questions to get others involved (to get others to speak, and to avoid giving your opinion and to answer difficult questions):

- What does everyone else think?
- What do you think?
- Does everyone agree? Remember to clarify, summarise and conclude the discussions before you move on to the next one.

2.4. Difficult Conversations/ Challenges

If participants are underestimating or disregarding the issues raised in the films, it is your responsibility as a facilitator to challenge them. It's important that some of the Key Themes listed for each film is raised during the discussion, as each film has been designed to bring to life and reflect the real challenges that were identified in the research.

It is important that you encourage the participants to engage in these conversations. Ways to do this are:

- Be curious – showing genuine interest in the questions, means that you will be less likely to appear that you are making judgements about people.
- Acknowledge that the subject / conversation may be difficult for some.
- Keep participants focused on the topic in hand, particularly if you notice that discussions start to change direction or become unfocused.
- Ask participants to be respectful and actively prevent anyone from being attacked verbally. If you notice interruptions or inappropriate language, try to stop this by asking:
Would you like to rephrase that? or

Jo, you've cut Sue off a few times. I would like to hear what she has to say as well as hearing your point of view.

- Think about psychological safety – participants do not need to fear judgement or negative outcomes for having the conversation.
- If you're in a room together, reinforce words with positive body language. E.g. ask for ideas with palms open, regain focus by standing up and moving to the middle of the room if delivering face to face.
- In the case of a participant negatively reacting to the 'truth' of the stories the films, you can remind them that whilst what they see may not reflect their reality, all of the stories are based on research and conversations with Network Rail employees.
- Don't be defensive. Arguing when criticised will only create more arguments. It may also set the group against you. Accept negative comments and deflect the issue back to the individual or group. For example:

'I cut you off? I am sorry. Please continue'.

'You think I am pushing too hard? [Lots of nods] Thanks for telling me. How would you like proceed from here?'

Remember to try and enjoy yourself – have fun!

3. Beginning the Briefing

The briefing lasts for one hour. You will find the learning outcomes for each part of the briefing in Section 4. Part of your preparation will be to select the films that you wish to show, because you won't be able to show and discuss all five films in one hour. You need to show and discuss a minimum of three films.

3.1. Before the Briefing

Before the session please send the note below to those you are briefing. We suggest you copy and paste this text into the calendar invite. You will need to amend the parts highlighted in yellow with the relevant details for your briefing.

Hello Colleague

Stand Up for Race Equality Briefing

This is your invite to a Stand Up for Race Equality briefing.

The Context

As Rail industry colleagues we are joining Network Rail in their Stand Up for Race Equality.

In 2020, there were two separate and significant safety incidents at Network Rail, and in both situations, racism was a factor. Also, at an employment tribunal, Network Rail was found guilty of not dealing with racial issues. We know there is racist behaviour in our business, in our industry and in society, and these three incidents are examples of the effect that racism can have on the safety of our people. We must do better because we could have prevented each of these situations.

Through attending the Stand Up for Race Equality briefing, we are emphasising that there is no place for these behaviours, and that we have a zero-tolerance approach to racism and any other form of discrimination.

We need to act now to stop these kinds of things from happening again, and if they do, we want everyone to know how to how best to respond. We want Network Rail and the industry to be a safer place for everyone, whether you work for us, or you are a contractor, or a passenger.

The Stand Up for Race Equality briefing session lasts for one hour, and we will have open and respectful discussions about how our behaviours impact on safety and inclusion in the railway.

If you need any reasonable adjustments for the briefing, please let me [the facilitator] know.

Please join this session via this link – [facilitator to insert link]/[this room at this time]

Looking forward to our briefing.

[Insert facilitator name]

3.2. Taking Attendance

We want to capture how many colleagues across the industry participate in a briefing. So, during your session please complete this short attendance form. [Click here to log attendees.](#)

3.3. How to introduce the briefing

To fully engage participants, it is important to let them know at the beginning of the briefing:

- Who you are and what your role is at your organisation.
- State that the participants will be with you for one hour and that the briefing is more of a conversation rather than a 'lesson' or 'training'.
- It is an interactive session, so you would ask them to offer their thoughts and feedback freely.
- This is a safe space in which people are encouraged to speak their mind, without judgement, even if their views seem different from the majority. Note: Do not tell participants that the briefing is completely confidential. This is because if somebody discloses that they are being bullied or harassed, we expect you to raise this through your local human resources colleague.

3.3.1. So why are we here?

Explain to the group that the reason for us all being here today is 'to see the effect our behaviours have on other people and commit to doing better.'

This is because, every action and interaction and how we make people feel has a knock-on effect. We're here to look at how this can lead to physical harm.

At Network Rail and across the rail industry, we are committed to creating an inclusive environment, where we are all looking out for each other, so that we can be safe and protect ourselves from psychological and physical harm at work.

3.3.2. Objectives

Next, you will introduce the objectives.

By the end of the briefing, the participants will have:

- Identified where actions and behaviours of individuals or teams have created an unsafe environment or led to safety incidents.

- Reflected on current behaviour within their area of the business and analysed how they compare with the rail industry's safety culture and values it is.
- Gained awareness of behaviours that create an inclusive culture instead of behaviours that exclude colleagues.
- Made a personal commitment to building and continuing an inclusive culture by challenging poor behaviour in the workplace and leading by example in how you behave.

3.3.3. Contracting – to help make the briefing a success

“Contracting” (agreeing) at the beginning of a briefing will help create an environment where challenging conversations and sensitive themes can be discussed in a safe space. Contracting involves setting agreed ground rules. If possible, make a note of them on a flipchart and display them up in a place where everyone can be reminded of them throughout the briefing.

Suggestions for establishing ground rules are:

- Listen respectfully.
- Create an environment in which others feel safe to speak and share views that feel different than the majority.
- Stay focused on the discussion.
- Challenge the idea, not the person.
- Do not interrupt each other.
- Do not make assumptions about what others think or mean.

It is important that as facilitator, you make it clear to participants that if a disclosure is made which relates to the safety and wellbeing of another colleague you may need to report the issue.

3.4. Executive Leader film

Explain to the group that they will now hear from Martin Frobisher, Group Safety & Engineering Director, Technical Authority and Executive Leadership Team member at Network Rail, through a film.

3.5. Introduce the films

- Explain that they will watch some films and hear the stories of different people who may have experienced non-inclusive behaviours and have been put in unsafe situations.
- These films tell the stories of different people and reflect the reality for many of our colleagues.
- Make clear that the events have been constructed for the purposes of the film using actors, but that the experiences and behaviours of the people featured are very real and have come from speaking to our colleagues in Network Rail.

4. The Films

4.1. Film 1

4.1.1. Key learning objectives

To have understood how the use of disrespectful language links to racism and creates an unsafe working environment.

4.1.2. Questions

Below are four questions you will use to guide the audience's discussion following Janelle's film:

- What are your first thoughts about Janelle's story?
- Why do you think Janelle did not speak up?
- How could Janelle's colleagues have supported her?
- How safe do you think Janelle feels at work?

4.1.3. Further prompts and questions

Below are suggestions of questions that you can ask participants to create discussion and pull out the key learning from the film:

- What are your thoughts on banter in the workplace?
- Does someone need to consent to participate in, or be the subject of banter?
- How safe do you think Janelle feels at work?
- How would you feel if you or a family member were on the receiving end of this behaviour?
- What is the impact of these behaviours if they build up over time?

4.1.4. Terminology

Microaggressions:

You will need to explain the term 'microaggression' and let your group know that racism isn't always easy to see. It is sometimes passing comments and behaviours that, over time add up for the individual experiencing them. Below is an explanation, with examples of what a microaggression is. It may be helpful for you, as facilitator, to think of any examples you have noticed in your professional or personal life.

A microaggression is a small but offensive comment or action directed at a member of a group, and in the context of this briefing, especially a racial minority. It is often not meant to be offensive, or it can accidentally reinforce a stereotype. For example:

- A co-worker makes a racist joke, is aware that the joke is racist, yet claims that the joke is harmless.

- Never acknowledging a black co-worker's opinion, or ideas in a work setting, including talking over them.
- Having a manager “keep a close eye” on a black employee purely based on a suspicion that is rooted in a racial stereotype.
- Only ever giving white employees their requested days off.

Some of the examples above may seem obvious, but microaggressions in the workplace can happen unintentionally. It's important to recognise and acknowledge them, if someone says they were offended by something you said. People from some groups experience microaggressions daily. And after a while, it can understandably wear a person down – it's like ‘death by a thousand papercuts.’

4.1.5. What to do if?

Below are some potential challenges or comebacks that you may face from participants. We have suggested responses that you can offer. Remember, as a facilitator you can always deflect a difficult question back to the group to create further discussion.

Problems with the term ‘microaggressions’:

You may find that some participants do not like the term microaggression as it implies deliberate aggressive behaviour by the person being used as an example. If so, you can respond by clarifying that microaggressions are often unintentional. However, for the person on the receiving end, they *feel* like and are *received* as an aggression I.e., they hurt! And, over time, microaggressions can become major barriers to the recipient's ability to progress and be included in an organisation. It can affect their self-confidence. It is also important to remind participants that this subject matter and terminology will be challenging and uncomfortable at times. Allow the discomfort and resist the urge to be defensive; we are all in this together.

People should speak up and tell the person if they make a joke that offends:

In theory, we would hope that everyone feels able to speak up when they feel uncomfortable or discriminated against. However, you cannot always expect that the person on the receiving end will feel comfortable enough to do so. I expect that many of us can relate to moments where we have laughed something off that hurt us because we didn't want to be seen as a ‘kill joy’ or as ‘ruining other people's fun’. Sometimes, people don't speak up because they do not believe in the structures in place within the business, or their experiences have not given them the confidence that others will help them if they raise a concern or challenge.

Remember there are different channels available for speaking up, either if you are the subject of the discrimination or to speak up on behalf of others. If you don't feel able to say anything at the time, you can still raise the specific issue with HR. If you are concerned about the work environment and culture more generally in terms of the impact it is having on health, wellbeing or safety you can also raise this confidentially through CIRAS.



Remember, you do not need to know all the answers. Remind yourselves of the various questioning techniques on pages 6-7 so that your group is ready to explore an issue themselves, rather than needing to look to you for all the answers.

4.2. Film 2

4.2.1. Key learning objectives

To encourage participants to look closely at organisational behaviours and what is seen as acceptable and just 'part of the job'.

To give participants a chance to reflect on the role they play in supporting colleagues, using Network Rail's values here.

4.2.2. Terminology

Start by introducing psychological safety and physical safety and explain the link between the two.

Physical safety means controlling risks and hazards to protect workers from physical harm.

Psychological safety is a shared belief held by members of a team, that it is safe to speak up and that no one in the team will embarrass, reject, or punish you for doing so.

A psychologically safe workplace begins with a feeling of belonging, where colleagues feel safe to learn and grow in their role. People feel they can contribute in a positive way to the organisation and challenge behaviours and situations where they think there's an opportunity to change or improve. When you have psychological safety in the workplace, people feel comfortable being themselves.

4.2.3. Questions

- Is it right that Stanley should have to 'put up' with the abuse he received?
- How easy would it be for people to focus fully on their jobs if they had to deal with this behaviour on a regular basis?
- How did you feel when Stanley said that these comments have an effect on his home life?
- What support would you have given Stanley?
- What would a better reaction be from Stanley's manager in a situation like this?

4.2.4. Further prompts and questions

- Have you ever witnessed behaviour like this towards a colleague or contractor? If so, what happened and what did you do?
- What is the importance of psychological safety?
- What impact does psychological safety have on physical safety?
- How can we practice empathy with our colleagues? As we saw, Stanley's colleague did not put themselves in his shoes. How do we understand and empathise with people's experience that is different to ours?
- Thinking more about Stanley's accent and the way we communicate with each other, whose responsibility is it to ensure that everyone understands a safety briefing?

- What is the relationship between work and home life? Do the two influence each other? What are the consequences of difficulties in one on the other?
- Why is clear communication so key in a safety critical environment?

4.2.5. What to do if?

Push back that work and home life should be kept separate:

It is very difficult to separate ourselves into different parts -for example, your 'work self' and your 'home self'. When a person feels able to bring their 'whole' self to work, they are more likely to feel engaged and valued. We are not able to be our best possible selves if we spend a lot of our time in our work or our home life trying to look 'fine', fit in and do or say the 'right' things. Remember that for some of us at Network Rail, we have been working at home during the pandemic, which can make the boundaries between home and work even more blurred.

Push back around accents e.g. that the responsibility for being understood lies only with the person who has a foreign accent.

In fact, it is all of our responsibility to make sure that there is understanding and clear communication across teams. It is not fair to dismiss a person because of their accent or the way they speak. A better approach is to be empathic and compassionate and remember that the person who is struggling to make themselves understood may not speak English as their first language. Communicating in a foreign language is very challenging and can be tiring.

Just because you may not have a strong accent or just because English is your first language, it does not mean that you bear no responsibility when it comes to making yourself understood or that you are always completely clear. Responsibility for communication goes both ways.

Push back around Stanley's name:

If any comments come up around Stanley's name, such as it not 'sounding Nigerian', then a useful piece of context to add for this character is that his birth name is Somtochukwu. People with non-British sounding names often change their names for one that sounds more 'British'.

Us managers are busy people, sometimes we have a hard day:

The role of a manager is a tough one, so it is understandable that managers are often tired. We also know that managers and other frontline staff, regardless of who they are, sometimes receive abuse from passengers. However, racial abuse is a criminal offence which requires action and attention. It cannot be left ignored. We also have to ask ourselves, would the gate have been left open if Stanley had not been racially abused? Most likely not. Therefore, his story is critical from a legal and safety perspective. If you are a manager, you are in a position of power. Those in positions of power have a responsibility to speak up and care for those whose voice might be quieter, for whatever reason.

4.2.6. How to choose and introduce the next film

If the participants are leaders or supervisors from a maintenance or operational function, you will continue with the Daniel film (Film 3). If they are largely office-based leaders, you will continue with Charlotte (Film 4).

As a linking sentence you can say: “the Stanley film also raises issues about leadership accountability. The next film explores the role of leadership in creating a safe and inclusive culture.”

If you find that you do have time, you are very welcome to show both these films, rather than having to choose. However, keep an eye on the time as you may go over the hour.

4.3. Film 3

4.3.1. Key learning objectives

To challenge leaders to see their responsibility and accountability for people being made to feel safe and respected in their teams.

Raise awareness and explicitly highlight how disrespectful behaviours can be directly linked to safety issues with extreme consequences (life and death situations in a safety critical role).

4.3.2. Questions

- Did Daniel handle the situation well?
- Is there anything he could have done differently?

4.3.3. Further prompts and questions

- What is the role of a manager or supervisor?
- How important is it for leaders, supervisors, and managers to set the tone in their part of the business?
- What will the outcome be if managers don't take more responsibility for safety leadership and the mental well-being of employees?
- What things do we need to consider when thinking about who is assigned a task, when and for how long?
- What is the line between joking around and bullying? How do you know when someone has crossed it and how should you respond? Particularly if you are an onlooker/bystander.
-

The idea of staying silent leading to compliance can be raised here. You may want to highlight that race can be a difficult and emotive topic for some to talk about, and this can get in the way of people intervening or calling out poor behaviour.

4.3.4. What to do if?

Participants agree with the concept of 'political correctness gone mad':

This is a phrase that most of us will have heard at some point. It is often connected to arguments around 'free speech' which say that the idea of political correctness stops people from expressing themselves. Should you experience this challenge, it may be good to remind participants that everyone benefits from being in a society where language and actions that exclude and insult people are not accepted. Being respectful and thoughtful in your language and actions helps to build a more inclusive working environment in which everyone can participate.

Defense of banter/ 'Seems like we aren't allowed to have fun anymore'/ 'I don't want to be boring':

The positioning of “joking around” and its impact will either bring certain people with us or push them further away. We know that joking around or banter, is seen as being the backbone of the railway. All we are asking people to consider is the impact of words on others. Do you really want to contribute to making someone else feel less valued and less safe? If the answer to that is yes, then the question for you to answer is why? Why would you want to upset someone? Let's also remember one of the Network Rail Values which is 'caring about other people'. Do you have a similar value at your organisation?

4.3.5. Terminology

Political correctness: the avoidance of forms of expression or action that could exclude, make someone feel awkward, or insult specific groups of people.

Bystander / The Bystander Effect: The word 'bystander' literally refers to a person who is present at an incident but does not intervene. The bystander effect, also called bystander apathy, is a term in psychology that refers to the tendency of people to take no action in an emergency situation when there are others present.

4.4. Film 4

4.4.1. Key learning objectives

To highlight that all leaders and supervisors have a responsibility to ensure that the working environment is safe for everyone, and that all people feel valued and respected. It also highlights the issue of how hiring practices and biases can also link to safety issues.

4.4.2. Questions

- Was there anything wrong with the way that Charlotte made her decision?
- What assumptions was Charlotte making?
- What was the impact on Nimma and Jack as a result of Charlotte's comments?

4.4.3. Further prompts and questions

- How important is it for leaders, supervisors and managers to set the tone in their part of the business?
- What will the outcome be if the managers or supervisors don't take more responsibility for safety leadership and the mental well-being of employees?
- Do you think that Charlotte showed any bias in her decision-making?
- What are the kind of biases that people may have when making recruitment decisions?
- How can we ensure that we are being fair when making recruitment decisions?

4.4.4. What to do if?

Push back that we all have biases, and this is to be expected:

On the one hand, yes, absolutely. The human brain is wired to make quick judgements and assumptions, and to also to feel more comfortable with those who are more like us. However, the problem with assumptions is that they are not always accurate and are made without having all the correct information. Furthermore, challenging our biases can help be more aware of and accepting of diversity in our teams. It is proven that diverse teams are higher performing. Why? Because of a diversity of thought and perspectives helps teams to innovate and solve problems. Whilst similarity can feel very comfortable to begin with, it will not, necessarily, ensure the best output or outcome.

Push back on the need for diversity:

Diversity has business wide benefits. It creates variety in the way we think which leads to more innovation and problem-solving. And it means that we can do a better job of thinking about the diverse needs of our customers.

Push back: What does this have to do with safety?

Safety has two sides to it – physical safety the most obvious, and psychological safety. If people do not feel psychologically safe i.e. they feel that they can't speak up, raise concerns, challenge and have their opinions and skills valued; then physical safety may be compromised. A lack of psychological safety can lead to less engagement, a lack of focus and a lack of challenge.

Push back on Charlotte's job title:

If there is pushback around her job title you can explain that her job title is not 'Hiring Manager' but that, as part of her role, she often has to hire people for the team.

4.4.5. Terminology

Unconscious Bias: happens when our brains make quick judgments and assessments about people and situations without us consciously realising it. It is a bias that happens automatically and can be influenced by our background, cultural environment, personal experiences, emotions and the behaviours which we experience.

In and Out Groups: This is a pattern of favouring someone based on a group they belong to. Real life examples of group identities include ethnicity, political beliefs, religious beliefs, and geographical identities. For example, you are more likely to be supportive to someone who is part of your group rather than someone who is not.

Conscious Bias: is when you are aware of your bias and act on it intentionally, like being openly biased towards a particular person or group. Significant improvements have been made in identifying and addressing conscious bias in the workplace with laws and policies now in place to prevent explicit and direct prejudices or discrimination.

Affinity Bias: a preference for certain types of people for whom we have an affinity, such as people who are similar to ourselves, from the same background, peer group, etc.

4.5. Film 5

4.5.1. Key learning objectives

To understand how the current culture is impacting new people in Network Rail or your own organisation, given that they are the future of the organisation.

The 'call to action' film links to the overall objective of participants making a personal commitment to upholding the values of an inclusive environment.

4.5.2. Questions

- As someone new to the organisation, what impression we are making on Amrinder?
- How quickly has our current environment changed Amrinder's opinion of the organisation?
- If this is the reality for some people, is this how we want things to continue?
- Amrinder was called 'Sargent Safety', how safe will his decision making be if he feels that he needs to conform and fit in?

4.5.3. Further prompts and questions

- Is favouritism appropriate in the workplace? What is the difference between building relationships at work and showing preferential treatment to some at the expense of others?
- What might the long-term impact on Amrinder be? Do you think he will stay with the company?
- What microaggressions did Amrinder mention?

4.5.4. What to do if?

Push back that favouritism is normal and to be expected:

Part of having friendships in our personal lives is helping people, doing favours, and listening when they need our support. However, friendships formed at the workplace can spill over into workplace responsibilities. This is when favouritism is most pronounced and most frustrating to other people. An employer showing biased treatment based on factors aside from performance isn't just annoying—it's a form of workplace discrimination. It is the leader's role to build that trust by being authentic, open and transparent. Everyone in the organisation must be treated fairly, leaving no room for favouritism. Highly skilled and valuable staff will be put off by experiences of favouritism and will look for work in organisations where they will be given respect and recognition for the skills and efforts they bring.

This seems like 'white-bashing'. People from minority groups also have capacity to be racist and have biases too:

We can acknowledge that anyone from any background can have biases and display racist attitudes. However, we each have a personal responsibility to confront these biases within ourselves, rather than to point the finger at others. Talking about race can feel very uncomfortable. It can bring up anger, guilt, shame, fear, and all sorts of emotions that we would rather not deal with. However, to grow as a person and a colleague you have to push past your comfort zone. Instead of trying to hold tight to the idea of you being a 'good' person, and this not being about *you*, try to switch your focus on how *you* can be an even 'better' person. We should all want to be better, right?

This Stand Up session is to educate, and let all colleagues know what behaviour is expected of them in the workplace. We are here to take an honest look at ourselves and recognise that we are all imperfect people with biases and defensive instincts. Please do remember, that the characters' stories in these films are based on interviews with real employees at Network Rail. We have created their stories based on what we have heard is happening within the business.

4.5.5. Terminology

Favouritism: the practice of giving unfair preferential treatment to one person or group at the expense of another.

Microaggressions: See above – Film 1, Janelle's story: terminology

Stereotyping: having a fixed, over generalised belief or opinion about a person or group of people. It is usually based on a set of characteristics that many people believe represent that person or group.

Assumptions: something that is accepted as true or certain without question or proof.

5. Looking to the Future

5.1. Looking to the future

To finish the briefing, we will hear from Janelle, Stanley and Amrinder again. In this film they each respond to the question: *What would you want people to think about if they find themselves in a situation like yours?*

At the end of the film, ask this question to the participants:

What can you personally commit to doing to help create a safer and more inclusive and welcoming culture in your area of work?

5.2. Sign-posting Support

Let people know how they can raise concerns e.g. line manager, trade union representative or their HR Business Partner.

5.2.1. CIRAS



CIRAS is the cross-industry confidential reporting service. You can raise any concern that relates to health, wellbeing, or safety, whilst protecting your identity. This includes concerns about the work environment or culture, but excludes individual grievances or incidents where the individuals could be easily identified from the concern. You can contact CIRAS using the details below:

Freephone hotline: 0800 4101 101

Webform: www.ciras.org.uk

Text line: 07507 285 887

Post: FREEPOST CIRAS

More information is available on the CIRAS website www.ciras.org.uk or watch the video <https://rssb.videomarketingplatform.co/this-is-ciras-frontline>

5.3. Submitting Attendance

We want to capture how many colleagues across the industry participate in a briefing. So, during your session please complete this short attendance form. [Click here to log attendees.](#)

6. After the session

After the session please send this note out to all attendees via email:

Hello Colleagues

Thank you for attending the Stand Up for Race Equality briefing.

We'd really appreciate it if you could give us some feedback about the event by completing this form, it should take less than two minutes.

[Network Rail Stand Up for Race Equality - 2021 Feedback form \(office.com\)](#)

Remember help is available:

Raise a concern confidentially via CIRAS provided it is not about specific individuals: Freephone 0800 4101 101, www.ciras.org.uk, Text line 07507 285 887, FREEPOST CIRAS



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