



Implementing Anti-Racism in the Context of Policing:

A Systematic Review



Institute for
Educational &
Social Equity



Scottish Institute
for Policing Research



Authors

Dr Myrtle Emmanuel

Dr Kenisha Linton-Williams

Professor Paul Miller

Professor Zoe Morrison

April 2025

Institute for Educational & Social Equity

Correspondence to: **admin@instituteforequity.ac.uk**

Executive Summary

INTRODUCTION

While crucial initiatives addressing racism within the UK policing context emerged in the 1990s, prompted by landmark events and public inquiries, racism and discrimination are acknowledged as persistent in policing. The terms "institutional racism" and "institutional discrimination" have particular connotations and evoke strong reactions. Anti-racism as an individual and organisational practice has gained increased acceptance in the UK and organisational leaders are becoming more comfortable addressing institutional and structural racism through various anti-racist strategies and tools (Miller 2023).

Addressing racism and discrimination in policing presents challenges and opportunities to improve structures, policies, and practices. These challenges are addressed in Police Scotland's Policing Together Strategy that aims for the organisation to be welcoming, inclusive and representative of the communities it serves. We conducted a systematic review of peer-reviewed articles and grey literature considering the conceptualisation and implementation of anti-racism within policing to inform understanding of the evidence regarding related policies and practices and how they might be prioritised, implemented, and evaluated in support of this strategy.

OVERVIEW OF THE APPROACH

We systematically reviewed available literature on the implementation and assessment of organisational anti-racism policies within policing, following criteria agreed with the Scottish Institute for Policing Research (SIPR). We accessed databases of indexed publications and our own personal libraries to identify extant literature to ensure comprehensive identification of sources. Our initial screening identified sources primarily focused on policing. However, given the limitations of the sources identified, in consultation with SIPR, we conducted a second and expanded phase of screening, to include contexts beyond policing, to ensure comprehensive engagement with supporting minority ethnic individuals in policing. Sources were evaluated against agreed inclusion and exclusion criteria and a total of 77 articles were identified for review. Full details of the method utilised are available in the accompanying technical appendix to this review. Findings are presented here in response to our three main

areas of interest: the operationalisation of organisational anti-racism, the means of assessment of anti-racism, and policies and practices discussed within extant literature.

The approach did not include reviewing Police Scotland's strategies, plans or other policy documents as the review focused solely on external literature and previous academic research.

REVIEW FINDINGS

The review synthesised the findings of 77 articles, addressing key areas such as institutional legitimacy, organisational culture, intersectionality, community engagement, and the means of assessing anti-racism interventions. The findings revealed that while much of the literature focuses on understanding the theoretical foundations of racism to inform debate on anti-racism (e.g., Critical Race Theory, structural racism), there remains a significant gap in providing actionable frameworks for translating these theories into practical strategies within organisations. Additionally, there is a distinct lack of robust assessment frameworks to monitor and evaluate the effectiveness of anti-racism strategies, that affects both policing and non-policing sectors. Similarly, there is limited longitudinal evaluation of the impact of antiracist interventions. From the policing literature, the review revealed persistent institutional racism and resistance to organisational change as significant barriers to the effective implementation of anti-racism strategies. In non-policing sectors, while the commitment to anti-racism is more pronounced, operationalising and assessing anti-racism policies remains underdeveloped.

KEY CONSIDERATIONS FOR PRACTICE

Considerations for police services implementing anti-racist practice (further detailed in Section 4):

1. **Values-Based Approach:** Review organisational values to explicitly include anti-racism, ensuring it underpins cultural improvement and institutional accountability.
2. **Anti-Racism Oversight Group (AROG):** Establish a governance body comprising senior leaders, ethnic minority representatives, and partners to oversee anti-racism initiatives, including the delivery and evaluation of the Anti-Racism Action Plan (ARAP) and Strategy on Anti-Racism (SOAR).
3. **Strategy on Anti-Racism (SOAR):**
 - Implement a trauma-informed, social justice approach to anti-racism.
 - Incorporate the lived experiences of minority groups into training and targeted interventions.
 - Establish benchmarks, data structures, and monitoring systems to evaluate progress and ensure accountability.
 - Develop an organisational anti-racism toolkit, including communication tools, a lexicon of terms, and anti-racism criteria for reviewing policies and processes.
4. **Recruitment and Retention:**
 - Introduce psychometric tools to assess anti-racism attitudes during recruitment and selection.
 - Strengthen pathways for under-represented groups, focusing on mitigating barriers to recruitment, retention, and career progression.
5. **Proactive Communication:** Develop and implement a communications plan to promote anti-racism efforts through consistent and affirmative messaging, ensuring visibility to both internal and external audiences.
6. **Multi-Agency Collaboration:** Create Regional Multi-Agency Anti-Racism Committees (MAARCs) to share best practices across sectors such as health, education, and social care, focusing on intersectionality and effective collaboration.
7. **Enhanced Training:**
 - Incorporate lived experiences of racial and ethnic minority groups into training for recruits and serving officers.
 - Leverage resources such as CRER's "Ten Standards for Training" and Education Scotland's Building Racial Literacy (BSL) Programme.
 - Ensure training moves beyond cultural assimilation to reflect Scotland's diverse population.
8. **Data Transparency and Reporting:**
 - Analyse human resources (census) data and survey responses by sub-groups to highlight disparities and guide targeted interventions.
 - Incorporate anti-racism activities into institutional reporting frameworks, such as the Annual Police Plan and the Three-Year Business Plan, to enhance transparency and accountability.
9. **Continuous Feedback and Evaluation:**
 - Establish a continuous feedback mechanism, including anonymous surveys and community consultations, to assess the experiences of minority employees and communities.
 - Conduct longitudinal studies to measure the sustained impact of anti-racism initiatives, evaluating both organisational culture changes and community trust over time.
10. **Integration into Planning and Accountability frameworks** to ensure ongoing visibility, accountability, and transparency.

Contents

Executive Summary	3	3 Discussion.....	23
Contents	5	3.1 Overview of findings.....	23
Authorship and Acknowledgements	6	3.2 Leadership	24
Glossary and Abbreviations	7	3.2.1 Institutional Legitimacy and Accountability.....	24
1 Introduction	9	3.2.2 Cultural Barriers and Resistance to Change	24
1.1 Background	9	3.2.3 Operationalising Anti-Racism and Trauma-Informed Approaches.....	25
1.2 Structure of this Report	10	3.2.4 Anti-Racism as Organisational Culture	25
1.3 Overview of Review Method	10	3.2.5 Risk Analysis and Cost of Inaction.....	25
2 Analysis of Findings	13	3.2.6 Systemic Racism in Policing and Beyond	26
2.1 Overview of Findings	13	3.2.7 Governance Mechanisms and the Need for Inclusivity.....	26
2.2 The Operationalisation of Organisational Anti-racism.....	13	3.2.8 Cross-Jurisdictional and Contextual Challenges	27
2.3 The Means of Assessment of Organisational Anti-racism.....	16	3.3 Training.....	27
2.4 The concepts and constructs relevant to assessing the development and embedding of anti-racist policies and practice in policing.....	17	3.3.1 Professional Development and Structured Training.....	27
2.4.1 Governance and Accountability	18	3.3.2 Lack of Evaluation and Assessment Tools.....	28
2.4.2 Police employment practices.....	18	3.3.3 Beyond Training: Allyship and Sponsorship.....	28
2.4.3 Policing Practices.....	20	3.3.4 Trauma-Informed Approaches.....	28
2.4.4 Community Engagement.....	21	3.3.5 Standardisation and Local Adaptation.....	29
2.4.5 Intersectionality.....	21	3.4 Professionalism and Prevention	29

3.4.1 Cultural Change and Systemic Resistance.....	29
3.4.2 Biased Decision-Making and Organisational Fairness.....	30
3.4.3 Institutional Legitimacy and Accountability.....	30
3.4.5 Human Resources and Organisational Practices	30
3.4.6 Need for Robust Evaluation Tools.....	30
3.4.7 Benchmarking and Regional Variations.....	30
3.5 Communications.....	30
3.5.1 The Role of Language in Anti-Racism.....	30
3.5.2 Community Engagement and Marginalised Voices.....	31
3.5.3 Intersectionality and the Complexity of Minority Status.....	31
3.5.4 Under- and Over-Policing of Communities	32
3.5.5 Moving Towards Participatory Policy Design	32
3.6 Strengths and Limitations of Approach.....	32
4 Considerations for Practice	33
5 REFERENCES	36

AUTHORSHIP AND ACKNOWLEDGEMENTS

This review was written by the review team of Myrtle Emmanuel, Kenisha Linton, Paul Miller and Zoe Morrison. We gratefully acknowledge funding by the Scottish Institute for Policing Research (SIPR) and the support of Monica Craig, Liz Aston and Simon-Lewis Menzies in the award and administration of the project. We appreciate the timely and thoughtful input of Lewis Clarke, together with the colleagues who have kindly provided feedback and advice during the final phase of reporting, on behalf of Police Scotland.

The team have no known competing interests to the conduct and reporting of the review.

Glossary and Abbreviations

Race/ethnicity

- **Race:** A social construct that divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin colour) ancestral heritage, cultural affiliation, cultural history, ethnic classification.
- **Ethnicity:** A social construct that divides people into social groups based on characteristics such as shared sense of group membership, values, behavioural patterns, language, political and economic interests, history, and ancestral geographical base.

Racial identity

- **Black:** We use the term Black when specifically referring to people of African descent. We also use the term black as an inclusive term for people of African and Caribbean / South American/ South-Asian descent who identify as black and share a common racialised experience in the United Kingdom based on their skin colour.
- **BME:** This term is used collectively to refer to non-white people.
- **BAME:** BAME stands for Black, Asian, and Minority Ethnic, and is an acronym used in the UK to describe people from non-white British backgrounds. It includes people from a wide range of ethnic, religious, and cultural backgrounds.
- **Global Majority Heritage:** Global majority refers to people who are "black, Asian, brown, dual-heritage, indigenous to the global south, who have been racialised as 'ethnic minorities'" and "represent approximately 80% of the world's population".

- **Minority ethnic:** We use this term to refer to people who are not white British nor black.
- **White:** White people, often used to refer to the idea of British people based on their skin colour.

Racism

- **Racism:** The systemic subordination of members of targeted racial groups, who have relatively little social power, by the members of the agent racial group who have relatively more social power. This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.
- **Racism:** The conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. It can be overt or covert.
- **Racism:** The result of a complex interplay of individual attitudes, social values and institutional practices. It is expressed in the actions of individuals and institutions and is promoted in the ideology of popular culture. It changes its form in response to changes in an environment.

Types of racism

- **Active Racism:** Actions which have as their stated or explicit goal the maintenance of the system of racism and the oppression of those in targeted racial groups. People who participate in active racism advocate the continual subjugation of members of the non-white people and protection of 'the rights' of white people. These goals are often supported by a belief in the

inferiority of non-white people and the superiority of white people, culture and values.

- **Passive Racism:** Beliefs, attitudes and actions that contribute to the maintenance of racism, without openly advocating violence or oppression. The conscious and unconscious maintenance of attitudes, beliefs and behaviours that support the system of racism, racial prejudice and racial dominance.
- **Cultural Racism:** Those aspects of society that overtly and covertly attribute value and normality to white people and whiteness, and devalue, stereotype, and label non-white people as "other," different, less than, or render them invisible.

Levels of racism

- **Individual Racism:** Individual belief in the inherent superiority of people who are white.
- **Interpersonal:** When the private beliefs about the superiority of white people or the inferiority of non-white people are shared with others.
- **Institutional Racism:** The network of institutional structures, policies, and practices that create advantages and benefits for white people, and discrimination, oppression, and disadvantage for non-white people.
- **Structural:** A system in which policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequality. It involves the cumulative and compounding effects of several factors including the law, history, culture, ideology, and interactions of

institutions and policies that systematically privilege white people over non-whites.

Privilege, domination, shadism

- **White Privilege:** The concrete benefits of access to resources and social rewards and the power to shape the norms and values of society which white people receive, unconsciously and consciously, by virtue of their skin colour.
- **Collusion:** Thinking and acting in ways which the support the system of racism. Both white people and non-white people can collude with racism through their attitudes, beliefs and actions.
- **Internalised domination:** When white people believe and define their group's socially superior status as normal and deserved.
- **Internalised racism:** A form of self-loathing where the non-white person accepts the negative attitudes, beliefs, stereotypes and ideologies that white people perpetuate about them.
- **Horizontal Prejudice:** Where non-white people believe, act on, or enforce the system of racial discrimination and oppression among themselves. Horizontal prejudice (also known as colourism or shadism) occurs between members of the same racial group.

Allyship, anti-racism, anti-racist

- **White ally:** A white person who actively works to eliminate racism. This person may be motivated by a sense of moral obligation, or a commitment to foster social justice.
- **Anti-racist, anti-racism:** An individual and organisational process of identifying and eliminating racism by changing systems, organisational

structures, policies, practices, and attitudes, so that power is redistributed and shared equitably.

- **White sanction:** Where the skills and capabilities of a non-white individual are, first, acknowledged and, second, endorsed/ promoted by a white individual, who is positioned as a broker and/or mediator acting on behalf of or in the interests of the non-white individual.

Related concepts and abbreviations

Criminal Justice Service (CJS) - in the UK this is a collection of agencies including, but not limited to, the police, the courts, the Ministry of Justice and the Home Office that are involved in the detection and prevention of crime, the prosecution of people accused of committing crimes, the conviction and sentencing of those found guilty, and the imprisonment and rehabilitation of ex-offenders.

Collaboration - a working practice whereby individuals (or organisations) work together for a common purpose to achieve benefit.

Diversity - refers to our different personal characteristics.

Equality, diversity and inclusion (EDI) - terms commonly used to describe concepts and practices that aim to eradicate discrimination and disadvantage arising from personal characteristics.

Equality - assumes each person is given the same opportunities and resources regardless of need.

Equity - allows for different circumstances and needs: resources and opportunities are allocated on the basis of the need to reach an equal outcome.

Equivalence - of value or worth determined by the outcome rather than the means of achieving it.

Gender-based violence - refers to harmful acts directed towards an individual based on their gender.

Inclusion - values and involves everyone by creating enablers and removing barriers to participation.

IPCC - Independent Police Complaints Commission, the police complaints watchdog for England and Wales.

Intersectionality - how personal characteristics interrelate, for example membership of more than one minority group.

LGBT+ - a collective term for those individuals who self-identify as lesbian, gay, binary, transgender, queer/ questioning, asexual, pansexual, non-binary, and other non-binary terms used to describe gender.

Peer-reviewed publications - documents that have been independently assessed for quality and technical rigour, such as academic journal articles and research reports.

Scottish Institute for Policing Research (SIPR) - SIPR is a collaboration between Police Scotland, the Scottish Police Authority, and Scottish universities. It aims to carry out high quality, independent research and to make evidence-based contributions to policing policy and practice

Synthesise - combining information from several sources to create new ideas based on critical evaluation of the resources considered.

United Kingdom (UK) - comprising England, Scotland, Wales and Northern Ireland.

United States (US) - the United States of America.

1. Introduction

1.1 BACKGROUND

In the United Kingdom (UK), racism is often understood as interpersonal bias that is evident when individuals interact with each other. The racially motivated behaviour may in turn be reflective of internalised racism, where personal, private beliefs about race affect interpersonal interactions. Such beliefs are influenced by our culture(s) and may include negative beliefs about people of colour and/or beliefs about white people's superiority, and privileged entitlement.

In contrast, an emerging view characterises individualised forms of racism and discrimination as symptomatic of more systemic racism, achieved through cultural norms, together with the law, and organisational policies and practices that produce racially inequitable outcomes. These outcomes may be without purpose or malice, arising as unintentional and unanticipated, but consequential to people who are not white.

The terms "institutional racism" and "institutional discrimination" have particular connotations and evoke strong reactions, at times prompting their dismissal as irrelevant to workplace dynamics (Smith et al., 2020). Recognising the urgency to combat racism, anti-racism as an individual and organisational practice has gained increased acceptance in the UK (Miller, 2021; Ogbonna, 2023).

Organisational leaders are becoming more comfortable addressing institutional and structural racism through various anti-racist strategies and tools (Miller, 2023), yet this has proved difficult to address within a policing context. While crucial initiatives addressing racism within the UK policing context emerged in the 1990s, prompted by landmark events and public inquiries, persistent racism and discrimination remain, as acknowledged in the Police Race Action Plan (2022) and Baroness Casey's report (2023) into institutional racism in the Metropolitan Police. In May 2023, Sir Iain Livingstone, former Chief Constable of Police Scotland set out his vision of Police Scotland as an anti-racist organisation. This commitment was endorsed by Jo Farrell, the current Chief Constable, in the [Policing Together Strategy](#) (Police Scotland, 2024) for a force that is welcoming, inclusive and representative of the communities it serves.

Addressing racism and discrimination in policing presents challenges and opportunities to improve structures, policies, and practices. We conducted a systematic review of peer-reviewed articles and grey literature considering the conceptualisation and implementation of anti-racism within policing to inform understanding of the evidence regarding related policies and practices and how they might be prioritised, implemented, and evaluated. The systematic review was underpinned by four inter-related objectives:

- Examine the operationalisation of organisational anti-racism;

- Characterise means of assessment of organisational anti-racism;
- Identify the concepts and constructs relevant to assessing the development and embedding of anti-racist policies and practice in policing;
- Discuss the findings in relation to Police Scotland's strategic themes.

This report is intended to increase insights and understandings of anti-racism as a concept and practice, and raise awareness of anti-racism practice in the context of policing in Scotland. Findings are presented to achieve the first three objectives. We go on to discuss the findings and make recommendations in relation to Police Scotland's strategic themes to achieve our fourth objective. We consider anti-racism at all levels of the police service to enable individual and organisational engagement with the potential for long-term societal change through informed organisational practices.

1.2 STRUCTURE OF THIS REPORT

The results of the review are reported here in summary to provide insight into the considerations for anti-racist practice within policing. We first provide an overview of the literature identified, and present findings relating to the objectives outlined. We consider the strengths and limitations of the extant literature before going on to discuss our findings and conclusions as they relate to Police Scotland's strategic themes. We also make recommendations for implementing anti-racism in the context of policing in Scotland.

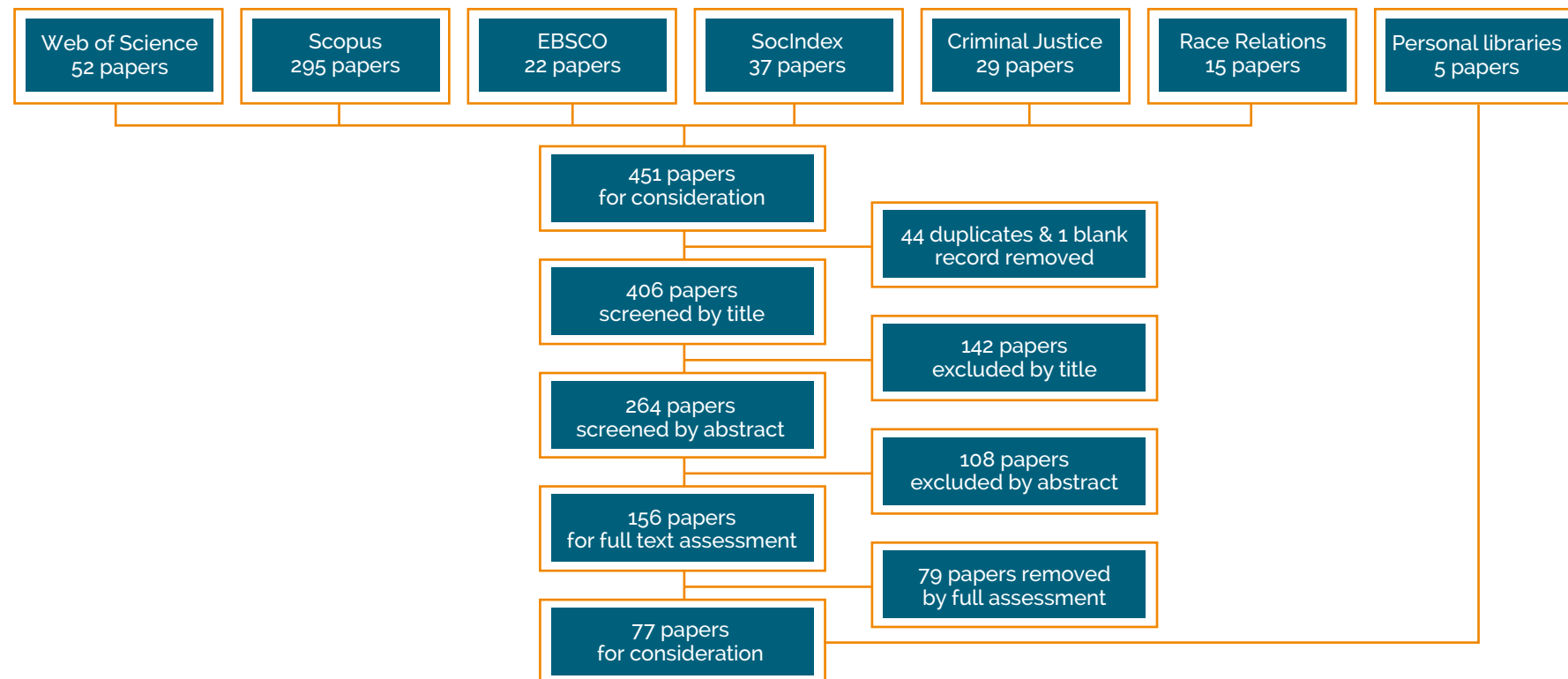
1.3 OVERVIEW OF REVIEW METHOD

We developed a search strategy considering the implementation of anti-racism in the context of policing through discussion with library management experts, drawing on our specialist knowledge of relevant keywords and subject headings in the field. Searches were conducted in Web of Science, Scopus, EBSCO, SocIndex, Criminal Justice, and Race Relations databases. All papers meeting the search criteria were included for screening against predetermined inclusion and exclusion criteria (see Box 1). Titles and abstracts and full texts of potentially relevant papers were screened independently by three authors (ZM, KL and ME). We then supplemented the articles

for review with unpublished and peer-reviewed resources from our personal libraries relevant to anti-racism in the public sector in the UK. This process of identification and screening of sources is summarised in Figure 1. Sources identified were reviewed and summarised individually, then thematically analysed through a deductive framework in line with the main objectives of the review. Themes emerging were

discussed iteratively amongst the review team to inform deep consideration of the evidence in relation to Police Scotland's strategic themes. This work is synthesised and summarised in the remainder of this report. Full details of the review method and the 77 individual sources included for full review are presented in the accompanying technical report.

1.3.1.1 Figure 1: PRISMA Diagram: identification of new studies via databases and registers (in accordance with Moher, Liberati, Tetzlaff et al, 2009)



1.3.1.2 Box 1: Screening Criteria

Inclusion criteria:

- Primary empirical studies, peer reviewed articles using qualitative, quantitative or mixed methods designs based on outcomes: Studies assessing the implementation, operationalisation, or evaluation of anti-racism policies, practices, or interventions
- Peer-reviewed journal articles, book chapters, published reports.
- Studies published from 1990 onwards (study period of similar employment).
- Studies published in English.
- Studies examining anti-racism policies, practices, or interventions at the organisational or institutional level (e.g., workplaces, government agencies, educational institutions, law enforcement agencies, criminal justice system, civil service and or public sector.
- Studies involving organisational stakeholders, such as employees, managers, leaders, or participants in anti-racism initiatives, i.e. members of the public, community groups or gatekeeper organisations (faith based or activists' groups).

Exclusion criteria:

- Non-empirical studies (e.g., opinion pieces, editorials, commentaries).
- Unpublished literature (e.g., dissertations, conference abstracts, non-quality assured materials).
- Studies focusing solely on individual-level attitudes, beliefs, or experiences related to racism or anti-racism, without an organisational/institutional component.
- Studies involving only public samples or samples outside of organisational contexts.
- Studies that do not explicitly examine anti-racism policies, practices, or interventions at the organisational level.
- Multiple reports from one study (duplicates)



2. Analysis of Findings

2.1 OVERVIEW OF FINDINGS

Our initial screening of the sources demonstrated the limitations of the work. As a result, we expanded our criteria to include non-policing contexts. This resulted in 49 papers relating to policing and 28 papers that met our inclusion criteria and considered the implementation of anti-racism in the public sector in the UK in a non-policing context. These papers from non-policing contexts do not represent the entirety of work in the field, but they have been indexed as relevant to policing activities in some way. We therefore reviewed a total of 77 papers relating to anti-racism in the public sector in the United Kingdom.

In reviewing sources relating to partner agencies and other sectors, including local government and education, we were able to consider the wider public sector context. Findings presented here examine the operationalisation of organisational anti-racism; characterise means of assessment of organisational anti-racism; and identify concepts and constructs relevant to assessing the development and embedding of anti-racist policies and practice in policing, as presented in the papers reviewed. Observed trends within the literature are considered, together with consistencies and debates in the arguments presented. Further details of each publication are provided in the accompanying technical report.

2.2 THE OPERATIONALISATION OF ORGANISATIONAL ANTI-RACISM

Many of the identified studies address the concept of institutional racism to inform organisational anti-racism strategies. Critical Race Theory and systemic frameworks provide strong theoretical foundations for anti-racism efforts, but their application to policing contexts is rarely explored in depth. Identified research focuses on systemic critiques, cultural contexts and issues within existing systems that require a range of holistic interventions. Yet we found limited examples of specific organisational changes or detailed strategies for operationalising anti-racism, and few studies provide actionable frameworks for implementing and sustaining anti-racist reforms.

Studies considering theoretical constructs like Critical Race Theory (Gillborn, 2006) and structural analyses (e.g., Wight, 2003) frame systemic racism as a persistent

issue needing holistic interventions. Holdaway and O'Neill (2021) emphasise the need for standardised strategies to operationalise institutional anti-racism. They offer comprehensive insights into conceptualising racism in institutional settings while highlighting limited progress in policy assessment and the persistence of systemic resistance. Loader and Mulcahy (2003) offer a historical and cultural critique of UK policing, exploring how memory and politics shape institutional practices. Although Loader and Mulcahy provide valuable conceptual insights into systemic challenges, they fail to address the operationalisation or assessment of anti-racism policies, rendering their contribution largely theoretical, whilst offering minimal guidance for practical reform.

Long and Cullen (2008), highlighting the challenges in operationalising and assessing anti-racist policies in their critical examination of the UK's journey towards democratic policing, argue that while there have been efforts to address racism within the police force, these initiatives often lack depth and are not supported by effective evaluation mechanisms. They highlight the need for a holistic approach that integrates anti-racist principles into all aspects of policing, supported by rigorous assessment tools to ensure accountability and continuous improvement. (Newburn, 2008) argues that constructive reform demands a shift from crisis-led interventions to holistic, proactive strategies that address structural inequality. Such strategies should seek to embed accountability at all levels and prioritise cultural transformation in contrast to reactive policies such as the Race Relations (Amendment) Act 2000 that address symptoms rather than root causes of racism.

Linton (2014) provides valuable insights into how organisational culture and leadership impact the operationalisation of diversity and anti-racism strategies within the Metropolitan Police Service. Her work emphasises the importance of aligning diversity strategies with the lived experiences of employees and suggests that effective anti-racism operationalisation requires a dual focus on structural transformation and employee engagement. Linton's findings highlight that successful operationalisation is contingent upon the integration of context-sensitive strategies, informed by staff perspectives, into organisational processes. This perspective complements the broader literature, addressing gaps related to actionable frameworks and the sustainability of reforms.

Although McLaughlin's book, 'The New Policing' (2007) offers robust conceptual discussions on the cultural and sociological aspects of policing, it provides limited practical guidance on implementing and assessing anti-racist policies within police organisations. The emphasis remains on understanding the complexities of police culture and governance rather than offering actionable strategies for operationalising anti-racism. Hopkins, Reicher and Levine (2011) explore how systemic racism persists through cognitive categorisations, linking everyday behaviours with structural inequalities. Their theoretical analysis is solid and well-founded, offering valuable constructs to understand racial dynamics. However, it lacks actionable strategies for embedding anti-racist policies or practical assessment tools for organisational change. The article contributes meaningfully to conceptual debates but has limited utility for operationalising anti-racism or evaluating its implementation in practice. Its focus on cognition could inform future frameworks for policy application.

The focus on conceptual debate is enduring within the literature. Holdaway (1997) advocates for a theoretical focus on racialisation and institutional processes in criminology, critiquing the lack of engagement with race as a dynamic construct. The article offers robust conceptual contributions but minimal practical solutions. It provides limited insights into operationalising anti-racism and fails to present a structured assessment framework for policies or practices. Linton's (2014) emphasis on the importance of leadership and organisational culture as critical enablers for embedding anti-racist principles contrasts with this theoretical focus, offering practical strategies

for leveraging employee feedback and leadership accountability to enact meaningful change.

Bradford, Jackson and Taylor (2024) consider institutional racism as one of the core challenges and concerns issues in UK policing, highlighting issues of culture, racism and the need for systemic reform. Their critique of policing structures and culture suggests a need for systemic overhaul but lacks specific evaluations on suggested interventions. Similarly, in critiquing the limited success of embedding anti-racist policies in policing following the Macpherson Report, Bridges (1999) argues that the report introduced the concept of "institutional racism," but its recommendations lacked practical strategies for implementation. The article underscores the challenges of operationalising anti-racism within a [somewhat] resistant organisational culture and points to the absence of effective assessment mechanisms to evaluate progress. Organisational resistance and systemic inertia are identified as significant barriers to operationalisation. Although conceptually sound, the study does not offer actionable solutions, focusing instead on systemic barriers to reform instead of mechanisms for operationalising anti-racism.

Ethical practice and institutional legitimacy are important aspects of operationalising anti-racism. MacVean, Spindler and Solf's (2012) book serves as a valuable resource on ethical considerations and professional standards in policing. However, it provides limited focus on the operationalisation and assessment of organisational anti-racism. While it addresses various aspects of ethical policing, the text offers limited focus on the specific operationalisation of organisational anti-racism. The book lacks comprehensive discussions on implementing and evaluating anti-racist policies. McVeigh (2015) provides crucial insights into the challenges of implementing effective anti-racism policies, particularly highlighting how institutional approaches can sometimes impede genuine anti-racist work. His analysis of Northern Ireland's experience demonstrates how formal anti-racism policies, when implemented through a 'good relations' framework, can hamper meaningful institutional change. This aligns with broader critiques of superficial reform approaches, suggesting that effective anti-racist practice requires more than policy implementation - demanding fundamental institutional transformation and clear assessment mechanisms. McGregor

(2024) examines police legitimacy through philosophical and sociological frameworks, highlighting systemic bias as a major barrier. The strength of McGregor's lies in its conceptual contributions, particularly on trust and legitimacy, but the absence of practical frameworks for embedding these ideas into policing weakens its impact as a guide for reform. While the book calls for comprehensive reforms to address institutional racism, it lacks actionable strategies for operationalising anti-racism within organisations. Furthermore, assessment methods are underexplored, leaving questions about how to evaluate progress. These contributions are valuable for understanding the theoretical landscape, but offer limited frameworks for addressing systemic racism within police organisations.

Although these policing studies provide valuable insights into anti-racism implementation, they lack clarity on actionable steps for embedding these ideas in organisational processes, illustrating the challenges in translating concepts of systemic racism into policies, training, and organisational processes. Frameworks for



transparency, accountability, and structural change are widely discussed but remain underexplored in practical application and guidance on embedding these frameworks into institutions. McVeigh's (2015) work particularly emphasises how institutional approaches that prioritise 'manageable' levels of racial tension over substantive change can perpetuate systemic inequalities, even when formal anti-racism policies are in place. This suggests the need for more robust implementation frameworks that go beyond surface-level policy changes to address deeper institutional barriers to anti-racist practice.

This trend is also evident in the non-policing literature identified in our searches. Hills, Sefton and Stewart (2009) provide an analysis of social inequality and its implications for policymaking. However, their focus remains at a macro level and contributes to understanding broader systemic inequalities, with no structured discussion on operationalising or assessing anti-racism within organisations. Similarly, Herbert's (2008) book 'Negotiating Boundaries in the City: Migration, Ethnicity, and Gender in Britain' highlights the negotiation of racial boundaries in diverse urban settings, focusing on integration challenges. Khan (2021) offers a critical appraisal of systemic racism and its intersection with societal narratives, focusing on liberalism and identity politics, providing interesting theoretical insights. Jarman (2003) examines racism in Northern Ireland, focusing on its impact on communities, particularly young people. Gillborn, Woolnough, Jankowski and Sandle (2023) highlight whiteness in curricula and the role of education in reproducing racism. Tomlinson (2019) explores historical neglect of racial understanding and consideration of the historical roots of racial inequalities as demonstrative of systemic racism in education that in turn contribute to perpetuating racial inequalities. Jhutti-Johal and Singh (2019) highlight the historical and social contexts of hate crimes, raising awareness of systemic issues. Iganski (1999) provides a nuanced examination of hate crimes within urban environments, focusing on the lived experiences of victims and the societal structures that perpetuate or challenge such acts. Iganski's analysis is rooted in the analysis of hate crimes as a social phenomenon, addressing both individual and collective harm inflicted upon marginalised communities. The strength of Iganski's work lies in its detailed exploration of the human cost of hate crime and its implications for social cohesion, particularly within diverse urban settings. However, it lacks deep engagement with institutional practices, suggesting a need for more focus in this area.

Overall, these sources provide valuable sociological insights as critique of systemic issues although they do not provide actionable frameworks for embedding anti-racism within organisations. Organisational culture and the wider cultural context are important in theorising the causes of racism and informing anti-racist strategies but there is



little consideration of theories in use. Actively addressing these issues is important to the ethical conduct and organisational legitimacy of policing, but there has been limited work to develop and evaluate frameworks and strategies for operationalising these theories for practical application. The absence of applied theory relevant to organisational anti-racism and anti-racist policing practices is an identified gap in the literature we reviewed regarding operationalising and evaluating anti-racism within policing and other institutions. Put simply, these sources provide valuable insights into the social and cultural factors contributing to racism, but not what to do about it. This is consistent with the lack of structured assessments and institutional strategies for operationalising anti-racism we found in the policing literature.

2.3 THE MEANS OF ASSESSMENT OF ORGANISATIONAL ANTI-RACISM

The assessment of the impact of organisational anti-racism is critical to understanding their progress and effectiveness in fostering racial equity. Such assessment relates not only to the impact within the accountable organisation, but also to those minority group members affected. Despite this, our findings suggest a paucity of evidence considering assessment of anti-racism, although we did find some useful insights in the literature pertaining to education.

Long and Cullen (2008) identify this absence of robust mechanisms to evaluate the effectiveness of anti-racist initiatives within UK policing. They argue that existing assessment tools are inadequate for measuring progress, leading to a lack of accountability and call for the development of more rigorous evaluation frameworks to ensure that anti-racist policies are not only implemented but also effective in practice. This is consistent with our review findings. For example, MacVean, Spindler and Solf (2012) analyse professional standards and ethical considerations but provide limited methodologies for assessing organisational anti-racism. Harris (2006) focuses on empirical evaluation of racial profiling using metrics like 'hit rates'. They provide valuable assessment tools, though the study's focus on US contexts reducing its applicability to UK policing. Operationalisation of anti-racism frameworks is minimal, and conceptual contributions are narrow, centred on quantitative measures rather than lived experiences. Joyce (2021) explores the historical and legal evolution of British policing. Concepts of law and order, diversity, and global policing are discussed providing insights into accountability measures with limited details of how these might be operationalised in assessment of anti-racism.

Miller et al. (2002) contribute to this discussion by providing empirical evidence on the challenges of assessing racial disproportionality in stop-and-search practices. Their study of a Home Office pilot scheme for monitoring stops and searches reveals that under recording was a significant issue, with many encounters not being documented. The study highlights discrepancies between officer-defined and self-defined ethnicity, exposing inconsistencies in how racial profiling data is collected and analysed. This aligns with the findings of Bridges (1999), who discusses the absence of robust mechanisms for evaluating the impact of anti-racist policies within policing, noting that while the Macpherson Report proposed several recommendations, there was no systematic process to measure their effectiveness or hold institutions accountable for their implementation.

Accountability measures, while improved since the Stephen Lawrence Inquiry, remain inconsistent and often fail to address systemic barriers to accountability (Newburn 2008). Hockey (2020) critiques systemic biases in oversight mechanisms, particularly the IPCC, for reinforcing institutional inequalities. Despite identifying failures in complaint systems, the article does not address operationalising or assessing organisational anti-racism. Its conceptual contributions are limited to identifying structural harms without offering concrete pathways for assessing systemic change. This lack of assessment detracts from accountability, as demonstrated in Peacock's (2023) investigation of structural racism and punitive responses in criminal justice after the 2011 English disturbances. While this paper critically analyses criminal justice responses to unrest and highlights the need to address structural racism, it lacks data-driven evaluation.

Our review findings suggest deficiency in robust evaluation methods for anti-racism initiatives in policing. This deficit in assessment and evaluation relates to police governance and accountability, impacting on institutional legitimacy. Studies frequently call for the development of better monitoring tools to track progress and accountability in policing reforms, but there is also a need to track the impact of reform, or the lack of reform, upon those affected by racism. The absence of detailed assessment tools, qualitative evaluation and/ or metrics to evaluate the effectiveness of anti-racist initiatives within policing suggests a need for more evaluation-focused work in this area.

The non-policing sources we reviewed offered some insights for this consideration of assessment, monitoring and accountability. Recent work in local government and education underscores the need for consistent application and rigorous assessment mechanisms to ensure meaningful organisational change. Hussain and Ishaq (2008) explore race equality initiatives in Scottish councils following legislative changes, highlighting partial progress in awareness training and community engagement, identifying inconsistencies in monitoring and a lack of comprehensive strategies. While it offers a foundational understanding of public sector responses, it stops short of providing robust frameworks or constructs for embedding anti-racism in policing. Our own work highlights a range of tools and techniques that might be integrated within a framework to support assessment of anti-racism strategies, including for example: Bias

Assessment Tools: The Inclusive Curriculum Framework Inventory (ICFI©) was used to measure the inclusivity of school curriculums and identify areas needing improvement (Miller et al., 2022). Community Feedback: Surveys and interviews with school leaders and community members provide qualitative insights into the effectiveness of anti-racism measures (Miller 2023). Diversity Audits: Evaluating demographic representation in staffing and student bodies to identify gaps (Miller 2024). Quality Assurance Processes: Participatory audits ensure transparency and broader buy-in (Miller 2022). Institutional Typologies: Miller (2016) categorises institutions into "engaged," "experimenting," "initiated," and "uninitiated," providing a framework to assess organisational readiness and commitment.

A range of these and similar tools may be used to assess actions in support of organisational anti-racism strategies and should relate to any framework(s) developed to underpin strategic action plans. Assessment data to be collected on an enduring basis to allow longitudinal comparison of progress over significant periods of time (e.g., five or 10 years) given the challenge of achieving sustained impact in behavioural change over time.

2.4 THE CONCEPTS AND CONSTRUCTS RELEVANT TO ASSESSING THE DEVELOPMENT AND EMBEDDING OF ANTI-RACIST POLICIES AND PRACTICE IN POLICING

In this section we consider individual elements of policing policy and practice that we have identified within our review as relevant to assessing the development and embedding anti-racist action into policing in Scotland. The previous findings sections highlight a strong theoretical understanding of racism's underlying factors, alongside an absence of applied frameworks and assessment methods. This section therefore integrates both policing and non-policing literature to examine potential policy developments and practical measures that could contribute to implementing anti-racism in policing contexts. This is important as policies embedding equity and inclusion as "core business" are advocated to create structural accountability within institutions (Miller 2023). We consider our review findings relating to police governance and accountability, police employment practices, policing practices, and community engagement, then take time to consider aspects of intersectionality.

2.4.1 Governance and Accountability

Our review findings identify interesting areas of debate on the role of governance and accountability in supporting policing across diverse societies. Wight (2003) argues that policies based on individual accountability fail to address structural causes of racism and advocates for nuanced structural analysis in policy design to eradicate institutional racism. This analysis critiques individualistic approaches and the lack of structural focus in addressing institutional racism. McLaughlin (2007) discusses the balance between operational independence and public accountability, highlighting tensions inherent in accountability mechanisms, managerial reforms, and political influence in police governance. Walsh and Conway (2011) advocate for the role of governance mechanisms in addressing systemic racism, but do not provide operationalisation tools. Skinner (2024) investigates racial biases in the governance of the UK's DNA database, focusing on ethnic monitoring and the need for racial equity in forensic databases, although there is a lack of evaluation of outcome bias to support this thesis.

Barnum et al. (2015) contribute to this debate by demonstrating how flaws in data collection methods, such as reliance on nighttime observational benchmarks and large-scale census comparisons, can obscure the true extent of racial disproportionality in policing. Their study finds that benchmarking methodologies that do not account for time-of-day effects and regional variations can lead to inaccurate conclusions about bias in policing. This underscores the importance of transparent, independently verified data collection and analysis to ensure accountability in law enforcement practices. Without such measures, governance mechanisms risk legitimising flawed data and reinforcing systemic discrimination.

Miller et al. (2002) contribute significant empirical findings on governance shortcomings in police accountability, particularly in the context of stop-and-search practices. Their study identifies failures in officer compliance with recording guidelines, leading to gaps in police accountability and weakening public trust. These findings reinforce Skinner's (2024) argument on the limitations of ethnic monitoring, illustrating that without robust governance mechanisms, policing data can be manipulated or selectively recorded, obscuring systemic racial disparities.

Furthermore, Miller et al. (2002) demonstrate that public perceptions of police

accountability suffer when transparency measures, such as mandatory record-keeping, are inconsistently applied. Their research suggests that independent oversight and rigorous enforcement of recording standards are essential to ensuring effective governance. This aligns with McLaughlin's (2007) discussion of tensions in accountability mechanisms, highlighting the need for governance structures that prioritise institutional transparency over discretionary policing practices.

Although these articles demonstrate a lack of data on specific intervention evaluations in policing, their exploration of the role of governance in addressing racial biases illustrates the potential for unbiased governance mechanisms to contribute to organisational anti-racism. The findings of Miller et al. (2002) underscore this point, emphasising that without proper accountability frameworks, discretionary policing practices will continue to enable systemic racial disparities. These insights highlight the urgent need for external oversight, mandatory compliance measures, and structured governance policies to ensure meaningful progress in policing reforms.

2.4.2 Police employment practices

Organisational anti-racism is reliant on collective understanding and activities as the organisational culture is shaped by the behaviours exhibited by police, civilian colleagues and partner organisations. The ways in which anti-racism is embedded in communications, employment policies, and policing practices are important in achieving a collective understanding of what is acceptable in an organisation based on shared values. In discussing gaps in implementation and operationalisation of anti-racism, Holdaway and O'Neill (2020) emphasise the need for definitional clarity, standardised strategies and frameworks to assess institutional racism effectively.

The need for definitional clarity regarding anti-racism is illustrated by investigations of differences in understanding of racism, as illustrated by debate on racism in the Northern Irish context. Fanning and Michael (2018) contrast institutional responses to racism in Ireland and Northern Ireland, critiquing failures to meet international obligations. They highlight civil society's role in advocating for and driving reform, and gaps in state and institutional obligations and accountability under international rights treaties. McKee (2016) examines prejudice in Northern Ireland, linking it to sectarianism, economic interests and social contact. In contrast to these broader

themes, more specific Intergenerational differences may be important. Jarman (2003) analyses police-recorded data on racist harassment involving children in Northern Ireland, trends in youth victimisation and the role of young perpetrators in racist harassment. They recommend educational interventions and policy reforms targeting young people to combat racism. Long and Cullen (2008) provide a thorough analysis of key concepts such as institutional racism, community policing, and democratic accountability. They explore how these constructs influence the development and implementation of anti-racist policies, highlighting the need for a policing model that is both democratic and responsive to the diverse communities it serves. They advocate integrating these concepts into the core values and operations of police organisations.

The values of an organisation contribute to shaping its culture by describing the collective expectations of how members of the organisation will behave. McLaughlin (2007) explores the complexities of police culture, discussing issues of racism, discrimination, and the challenges of fostering diversity within police forces. McLaughlin reflects on high-profile cases, such as the Stephen Lawrence inquiry, to illustrate systemic issues and the need for cultural change within policing institutions. Shiner (2010) argues that defensive attitudes among officers have hindered the effective implementation of anti-racism reforms, such as increased minority recruitment and recording requirements for stop and searches. Caveney, Scott, Williams and Howe-Walsh (2020) critique how austerity has shaped UK policing, particularly in terms of diversity and inclusivity, highlighting residual racism in police culture. Grieve (2008) suggests interventions that could have implications for anti-racism work. These include improving objectivity in decision-making processes to mitigate biases, using evidence-based profiling to avoid stereotyping, and enhancing training for investigators to understand cultural and social factors affecting behaviour. The emphasis on standardisation and ethical practices aligns with broader efforts to ensure equity in criminal investigations. Hill and Augoustinos (2001) assess cultural awareness programmes and their impact on prejudice reduction, focusing on short- and long-term attitudinal changes, but the article does not explore organisational applications of anti-racism. These articles suggest attention to organisational culture and a shared understanding of expectations relating to anti-racism will contribute to implementing organisational anti-racism in policing.

Several human resource management policies detailed in the literature are illustrative of this attention to organisational culture and behavioural expectations. These include staff recruitment practices and diversity training for employees in policing and non-policing contexts. Evidence supporting the efficacy of these interventions is limited. Many studies criticise the inadequate nature of racism awareness training, arguing

they often lacks depth and fail to challenge entrenched systemic biases. Cashmore (2002), and Rowe and Garland (2003) highlight the failure of cultural diversity training to address deeper structural issues. In 2008 the stagnation in addressing racism within British policing was highlighted (Newburn, 2008) and evidence of progress since then is limited within the literature reviewed. Efforts to operationalise anti-racism, such as through diversity training or minority recruitment, have often been shallow and tokenistic, lacking the depth to disrupt entrenched institutional practices. Kirk and Rovira (2022) use experimental methods to assess racial disparities in hiring during Black Lives Matter protests. The article provides a robust framework for evaluating organisational biases, particularly in recruitment practices, although it could be argued that this research is more applicable to workplace inequalities than institutional anti-racism in policing.

Positive actions in recruitment are highlighted in Miller's (2019) work, which examines strategies to improve the recruitment, retention and representation of Black, Asian, and Minority Ethnic (BAME) teachers in leadership roles. These include the development of frameworks to address barriers like workplace discrimination and structural racism (2024). Long and Cullen (2008) discuss the UK's efforts to implement anti-racist policies within its police forces, particularly following the Macpherson Report. It acknowledges initiatives like diversity training and recruitment drives aimed at increasing minority representation, but notes that these measures often lack depth and fail to address systemic issues. The Inclusive Curriculum Project, discussed in Miller et al's (2022) study, implemented capacity-building workshops that enabled school leaders to recognise and tackle unconscious bias in curriculum development. Findings suggest that without comprehensive strategies, initiatives such as anti-racist employee recruitment policies and diversity training remain superficial and do not lead to substantial organisational change.

In addition to attending to organisational culture and human resource management, implementing antiracism in policing should consider the context beyond the organisation, and we identified sources discussing legislative and research activities. Iganski (1997, 1999) focuses on legislative responses to racism and antisemitism, their societal impacts and policy inadequacies in addressing institutional resistance and systemic inequalities. Seal and Neale (2020) identify historical biases within mercy decisions for capital punishment cases in the UK to evidence the influence of systemic biases in judicial processes involving capital punishment and advocate for racial equity in criminal justice. Webber (2022) reviews structural inequalities and their perpetuation in the justice system as failures in addressing institutional racism. Smith (2013) provides critical analysis of youth justice, highlighting inconsistencies and detailing policies. The

critique of systemic issues of discrimination and inequalities impacting young offenders offers insight into systemic reform needs in the UK. Souhami (2020) explores how police ethnographers construct narratives, addressing occupational norms in policing culture and how they shape police research and ethnographic practices in criminology. The collaborative nature of multi-agency service provision within the public sector in Scotland suggest the external context is an area that requires further consideration.

2.4.3 Policing Practices

Several of the sources reviewed focus on the ways in which authoritarian and discriminatory policing policies impact marginalised groups, enabling impunity and erosion of human rights. Findings include individual critiques relating to county lines, knife crime, covert surveillance, terrorism policies and practices, the policing of immigration, and stop and search practices.

Findings identified insightful critiques focusing on county lines, knife crime, covert surveillance, and terrorism policies and practices. Koch, Williams, Wroe (2024) examine the racialised policing of 'county lines' and the intersections with safeguarding and systemic racism, whilst also highlighting failures to address racial disparities. Their focus on safeguarding narratives provides valuable critiques, and findings emphasise the need for actionable and systemic changes within policing frameworks. This aligns with Donnelly and Scott's (2008) broader analysis of structural reforms in policing highlighting the tension between national oversight and localised community needs, particularly in addressing systemic discrimination and racial biases.

Williams and Squires (2021) examine UK knife crime policies, analysing racialised and social dimensions within criminal justice. They propose rethinking approaches to knife crime narratives and advocates for policy reforms to reduce racial bias and moral panic. This work complements Condor et al.'s (2017) examination of prejudice denial and suppression in institutional contexts, highlighting how organisational cultures can perpetuate or challenge discriminatory practices. Loftus (2019) critiques the role of covert surveillance in reinforcing systemic inequalities, linking technological practices with broader societal biases. Joyce (2016) examines the evolution of protest policing in the UK, with a strong emphasis on power dynamics and policy implications. Conceptually rich, it identifies systemic barriers to democratic policing and highlights broader institutional issues. Its historical scope adds value to understanding policing culture but fails to offer actionable anti-racism strategies for contemporary practice. In each of these articles the conceptual contributions maintain a narrow focus on policies rather than holistic organisational reform. Though when viewed alongside Donnelly and Scott's (2008) framework for structural change, they suggest the need

for comprehensive reform addressing both policy and practice. This suggests that actionable recommendations for embedding or evaluating anti-racist policies may need to identify and target a range of key issues to achieve meaningful change.

Sources reviewed considered the policing of immigration. Parmar (2021) examines racialised discretion in policing practices, focusing on migration and the ways in which racial and discretionary practices interact to address racial biases in officer decision-making. In this article, Parmar (2021) argues the need for racially aware practices but does not offer a structured analysis and assessment on effectiveness of the proposed 'racialised discretion' model. Parmar (2023) further examines emotional dynamics and the emotional impact of racialised policing practices in policing borders and migration control but does not evaluate intervention outcomes directly. These findings echo McVeigh's (2015) analysis of institutional barriers to implementing effective anti-racism policies, particularly in contexts where existing 'good relations' approaches may hamper genuine anti-racist work.

Six sources consider the disproportionate use of stop-and-search practices on ethnic minorities in the UK. Quinton, Bland and Miller (2000) identify systemic biases in police discretion, but assessment is constrained to public perceptions rather than institutional outcomes. Miller et al. (2002) provide an empirical assessment of a Home Office pilot scheme on stop-and-search monitoring, highlighting significant underrecording of police encounters and discrepancies between officer-defined and self-defined ethnicity. Their findings indicate that discretionary recording and the absence of clear definitions contributed to the systemic lack of accountability and transparency in stop-and-search practices. These findings reinforce earlier work by Bowling and Phillips (2007), who analyse statistical and qualitative evidence on racial bias in the operationalisation of stop-and-search practices. They present a statistical and theoretical evaluation of stop-and-search data, critiquing the lack of proportionality and regulation, and highlighting persistent discriminatory practices. While they present a compelling case for curtailing stop-and-search powers and implementing stronger regulatory controls, their work stops short of examining the practical effectiveness of these proposed reforms.

Barnum et al. (2015) add to this discussion by evaluating the validity of observational benchmarks in assessing racial disproportionality in police traffic stops. Their study finds that daytime observational benchmarks are more reliable than nighttime benchmarks, with the latter exhibiting greater inconsistency due to reduced visibility and inter-observer variability. This reinforces the challenges in measuring police decision-making with precision, suggesting that discrepancies in stop-and-search

data could be partly attributed to flawed observational methods rather than purely discretionary bias. Their findings highlight the need for better benchmarking tools to ensure that statistical assessments of racial disparities in stop-and-search are accurate and resistant to methodological inconsistencies.

Shiner (2010) discusses the symbolic and practical significance of reforms like stop-and-search data recording as mechanisms for enhancing transparency, although there is limited consideration of specific outcome evaluation of the reforms discussed. Murray and Harkin, (2017) discuss the influence of political climates and media scrutiny influenced stop and search reforms in Scotland, describing improvement in police accountability due to political scrutiny. Aston, Murray and O'Neill (2021) discuss organisational justice in stop and search reforms, focusing on Police Scotland, and present organisational justice as a method for fostering change in police stop and search practices in Scotland. Their positive evaluation indicates organisational justice frameworks foster police cultural change, particularly in stop and search policies. Their recommendations suggest the utility of organisational justice frameworks to reform stop and search and illustrate the potential of focusing on a targeted range of policing practices as a means of implementing anti-racism in policing. However, Miller et al. (2002) caution that under recording and officer discretion can severely undermine such reforms, reinforcing the need for mandatory, standardised data collection and independent oversight mechanisms to safeguard compliance and transparency.

The literature reviewed also illustrates the slow pace of reform of discriminatory stop-and-search practices within policing, despite supporting evidence, suggesting the need for greater intentionality in change. The findings of Miller et al. (2002) support this by highlighting the structural weaknesses in police monitoring mechanisms, indicating that without external accountability and rigorous assessment, discretionary practices will likely persist. This reinforces the call for more comprehensive assessment frameworks and data-driven interventions to track and evaluate the impact of stop-and-search reforms over time.

2.4.4 Community Engagement

Our review did not identify extensive consideration of racism and community engagement on this topic in the policing literature, despite this being essential for

comprehensive anti-racist policy development. We found one paper that explored racist policing responses to racist offenses, linking systemic biases to social divisions and conflicts (Ray and Smith, 2004). They explore policing statistics and cultural dynamics relating to racial conflict and policing practices and propose a re-evaluation of approaches to racist offenses. They call for operationalisation through multi-dimensional strategies. Murji (2020) critiques framing riots as racial crises or post-political events, showing their ties to racialised policing. It suggests rethinking riots as 'legitimacy crises', reflecting systemic failures. However, the absence of frameworks for organisational anti-racism or robust assessment limits its utility for policing contexts. Gold (2022) explores procedural justice to improve police-community relations through Action Learning Research and provides valuable insights into fairness and legitimacy. Considering aspects of fairness in education, Parsons (2009) critiques neoliberal policies that perpetuate racial exclusions in education, calling them 'passive racism'. These sources suggest further consideration of community engagement would contribute to implementing antiracism in policing, increasing police accountability and opening opportunities for better understanding of police legitimacy in practice.

2.4.5 Intersectionality

Our findings highlight the importance of attention to the intersectionality of personal characteristics when implementing anti-racism. Overlapping social identities (for example someone who identifies as black and female) introduce systems of oppression and discrimination, amplifying potential for marginalisation and disadvantage. For example, Cunningham (2021) provides an extensive analysis of historical and current gender-based discrimination within policing and calls for intersectional approaches to address both gender and racial inequalities.

Intersectionality increases the need for collaboration on anti-racism between policing and other agencies, such as health and social care, and third sector organisations. Platt et al. (2022) investigate the intersectionality of racism and homophobia in police enforcement and violence in East London, highlighting disproportionate targeting and violence against marginalised sex workers. The study advocates for structural reforms to reduce discrimination in policing and health services. Employing statistical models and quantitative data to assess enforcement biases against minority sex workers,

they consider systemic inequities in policing and health care and their implications for law enforcement and public health policy. Harrison and Gill (2019) examine cultural and institutional barriers to reporting sexual abuse in South Asian communities, with a focus on policing practices. Aplin (2022) explores ethnic matching and its limitations in handling honour-based crimes in South Asian communities, providing valuable insights into cultural competence. Heimer, Hardiman and Dalton (2024) investigate how intersectional discrimination impacts police responses to sexual violence including rape and other sexual offences in England and Wales against migrant and minoritised women. They highlight systemic neglect and call for targeted reforms. These studies suggest that increased engagement with health inequalities, cultural competency and anti-racism in health and social care may contribute to implementing anti-racism in policing.

Moving beyond policing, the complexities of intersectionality between race, ethnicity and faith have been considered in the sources we reviewed. Iganski (2009) investigates the blurred line between racial and religious hate crimes, critiquing definitional inconsistencies and arguing for definitional precision. Macey (2009) critiques multiculturalism's failure to address systemic racism and gender inequality. Miah (2017) critiques the racialisation of Muslims in education and the securitisation policies shaping their experiences. They provide valuable discussions on racial politics, but solutions appear superficial. Lane and Smith (2021) critique the UK's approach to Roma integration, highlighting systemic policy inconsistencies. Harris (2023) explores the intersection of Islamophobia and police/prison abolition, establishing strong theoretical connections between racial justice movements, advocating for a unified anti-racism framework. Our own work in education has identified strategies to incorporate community perspectives to align anti-racist policies with local needs (Miller 2023). This work has included tailored anti-racism strategies focusing on inclusive policies and leadership training to ensure broad cultural representation (Miller et al., 2022) and integrate anti-racist principles into organisational ethos (Miller 2023). This suggests that implementing anti-racism in policing may learn from deeper consideration of initiatives elsewhere within the public sector, particularly regarding aspects of intersectionality.



3. Discussion

3.1 OVERVIEW OF FINDINGS

This systematic review aimed to explore the operationalisation of anti-racism policies and practices within policing, focusing on both policing and non-policing sectors. The review synthesised the findings of 77 articles, addressing key areas such as institutional legitimacy, organisational culture, intersectionality, community engagement, and the means of assessing anti-racism interventions.

The findings revealed that whilst much of the literature focuses on understanding the theoretical foundations of anti-racism (e.g., Critical Race Theory, structural racism), there remains a significant gap in providing actionable frameworks for translating these theories into practical strategies within organisations. Additionally, there is a clear lack of robust assessment frameworks to monitor and evaluate the effectiveness of anti-racism strategies, which affects both policing and non-policing sectors. From the policing literature, the review revealed persistent institutional racism and resistance to organisational change, that are significant barriers to the effective implementation of anti-racism strategies. In non-policing sectors, while the commitment to anti-racism is more pronounced, operationalising and assessing anti-racism policies remains underdeveloped.

The individual measures described reflect the density of societal expectations of legitimate policing institutions, the complexities of police-community relations and the intricacies of addressing crime

and disorder. Importantly, although this report focuses on anti-racism, we note that several of the studies identified covered aspects of intersectionality of race with other identity dimensions such as gender, ethnicity, or socio-economic status, highlighting multi-dimensional systemic inequities. Intersectionality and community engagement are identified as essential but underexplored dimensions in anti-racist policy development. Most studies fail to address how overlapping identities like race, gender, and class intersect to create systemic inequities.

The aspiration within Police Scotland's Policing Together Strategy (Police Scotland, 2024) is to be welcoming, inclusive and representative of the communities it serves. We discuss the implications of our findings in relation to the four strategic themes of leadership; training; professionalism and prevention; and communications.

3.2 LEADERSHIP

3.2.1 Institutional Legitimacy and Accountability

The persistence of systemic racism in policing undermines public trust and institutional legitimacy is highlighted by several studies. Deeply entrenched cultural norms and historical legacies within police organisations hinder the successful operationalisation of anti-racism strategies (Gillborn, 2006; Miller, 2016; Holdaway & O'Neill, 2021). A lack of confidence in policing is often observed, but less is discussed about the underlying causes and potential mitigation strategies. Governance and accountability mechanisms, such as those outlined in Police Scotland's Policing Together Strategy (2024), aim to address this issue by fostering inclusivity and representation. However, systemic biases and institutional inertia remain significant barriers.

Barnum et al. (2015) add to this discussion by highlighting how inaccurate benchmarking methodologies can weaken institutional legitimacy. Their study shows that discrepancies between daytime and nighttime observational benchmarks can result in misleading assessments of racial bias in police traffic stops. This inconsistency suggests that some recorded disparities may be methodological rather than purely systemic, complicating efforts to establish credible anti-racism interventions. These findings reinforce the importance of developing standardised, methodologically rigorous accountability frameworks to ensure that policing practices are evaluated based on accurate and consistent data. Without such frameworks, public trust in law enforcement and institutional legitimacy will remain compromised.

Miller et al. (2002) provide empirical evidence that reinforces these concerns, particularly in the context of stop-and-search practices. Their research reveals that officers frequently exercise discretion in recording stops, leading to inconsistent application of policies and reinforcing racial disparities. This aligns with Linton's (2014) findings on the importance of leadership in addressing systemic racism. Linton argues that aligning anti-racism strategies with employee feedback and organisational values enhances institutional legitimacy, a perspective further supported by Miller et al. (2002), who highlight that without clear accountability measures and independent oversight, discretionary policing practices will continue to erode public confidence.

3.2.2 Cultural Barriers and Resistance to Change

Institutional resistance to change remains a pervasive issue in policing, as deeply embedded cultural norms often hinder the effective implementation of anti-racism policies. Harrison and Gill (2019) emphasise that leadership buy-in is crucial to overcoming this resistance. Without active engagement from leadership and frontline officers, anti-racism initiatives risk becoming tokenistic or superficial. This challenge is not unique to policing. Miller (2023, 2024) highlights similar failures in non-policing sectors, where diversity initiatives frequently fail to address underlying systemic issues, offering a cautionary parallel.

Research has consistently shown that cultural resistance stems from factors such as entrenched power dynamics, fear of accountability, and the inertia of "business as usual" approaches (Holdaway and O'Neill, 2021). Studies by Bowling and Phillips (2007) further demonstrate how ingrained racial biases perpetuate discriminatory practices, even in organisations that claim to be progressive. These findings underscore the need for systemic interventions targeting organisational culture at multiple levels. Linton (2014) identifies cultural resistance as a key challenge to diversity and anti-racism strategies in the Metropolitan Police Service. Her research emphasises the importance of leadership in promoting cultural change, particularly by incorporating inclusive training initiatives and mentoring schemes. Linton highlights that involving employees at all levels in designing and implementing anti-racism policies can help mitigate resistance and foster a culture of shared accountability.

Trauma-informed approaches are increasingly recognised as essential tools for addressing cultural resistance. Hill and Augoustinos (2001) argue that such frameworks are critical for fostering environments where difficult conversations about race and racism can occur without fear of retaliation. Trauma-informed interventions also benefit police officers, who often operate in high-pressure environments where racial biases and stress can intersect, affecting decision-making and interactions with minority communities (Esaki et al., 2022).

Accountability frameworks are another critical component for overcoming cultural resistance. Long and Cullen (2008) highlight the importance of establishing transparent mechanisms for monitoring progress and ensuring that anti-racism policies are

implemented effectively. These frameworks should include clear metrics, such as bias audits and longitudinal tracking, to measure the impact of interventions. Moreover, as Quinn (2024) notes, accountability must extend to individual and organisational behaviours to dismantle the systemic barriers that perpetuate inequality.

Cross-sector comparisons also reveal valuable lessons for policing. For example, Fanning and Michael (2018) discuss how community-led initiatives in education and healthcare have successfully integrated anti-racism into organisational practices by prioritising the lived experiences of marginalised groups. These examples suggest that involving diverse stakeholders, including community representatives, in the design and implementation of anti-racism strategies can mitigate resistance and foster inclusivity.

3.2.3 Operationalising Anti-Racism and Trauma-Informed Approaches

To operationalise anti-racism effectively, organisations must prioritise creating a shared understanding of what constitutes racism and how it can be dismantled. This includes establishing clear definitions, consistent behavioural expectations, and comprehensive training for all staff members (Holdaway, 1997). Trauma-informed approaches are particularly important in fostering environments where difficult conversations about race and racism can occur without fear of retaliation (Hill and Augoustinos, 2001). Trauma-informed frameworks are vital for addressing both individual and intergenerational trauma, which affects not only minority communities but also police officers operating in a racially charged environment. Such approaches can create safer spaces for dialogue on race and racism, enabling systemic change without fear of retaliation (Hill and Augoustinos, 2001). Similarly, in education and healthcare, trauma-informed frameworks are essential to addressing systemic inequalities experienced by racialised communities. These frameworks must be embedded within an organisational justice model to align with institutional values and standards.

Linton (2014) underlines this by emphasising that operationalising anti-racism requires a dual focus on cultural transformation and employee engagement. Her findings suggest that trauma-informed frameworks should not only be integrated into training but also woven into ongoing professional development and leadership strategies to build trust and address systemic biases effectively. Linton underscores the importance of employee-led feedback mechanisms, ensuring that training programmes are context-sensitive and adaptive to real-world policing challenges. She argues that embedding trauma-informed strategies within institutional policies enhances engagement, strengthens internal accountability structures, and ensures that anti-racism initiatives go beyond performative gestures to drive sustained organisational

change. These insights highlight that operationalising anti-racism is not a static process but a continuous evolution requiring institutional commitment, iterative learning, and responsive adaptation to feedback.

3.2.4 Anti-Racism as Organisational Culture

Embedding anti-racism within organisational culture requires consistent definitions, expectations, and training. The failure to establish these standards undermines the ability of institutions to address systemic racism effectively. Studies indicate a lack of longitudinal evaluations to assess the sustained impact of anti-racism initiatives, a gap that needs to be addressed in both policing and non-policing sectors (Miller, 2024). Linton (2014) argues that fostering an anti-racist organisational culture requires more than policy implementation; it necessitates structural integration of diversity strategies into everyday decision-making and leadership practices. Her research highlights the importance of mentorship programmes, leadership development initiatives, and employee-led feedback mechanisms to ensure that inclusivity is not merely an abstract goal but an operational reality. She further emphasises that organisational resistance to change can be mitigated through sustained engagement with staff at all levels, reinforcing anti-racism as a core institutional value rather than a reactive measure (Miller, 2019).

Governance structures are essential for embedding anti-racism policies effectively. The Policing Together Strategy offers a framework for inclusivity, but Linton (2014) underscores that anti-racism must be embedded into governance structures through accountability measures and active monitoring of progress. Cross-jurisdictional comparisons reveal inconsistent implementation of anti-racism policies across regions, underscoring the need for standardised approaches (Miller, 2023). To achieve meaningful and lasting change, institutions must commit to ongoing evaluation, leadership accountability and systemic integration of anti-racism initiatives within their operational frameworks.

3.2.5 Risk Analysis and Cost of Inaction

There are unanswered questions as to the risk analysis for failure – Who pays the cost for anti-racism failing? The failure to implement anti-racism initiatives has significant personal and organisational costs. For minority ethnic individuals and families, institutional racism exacerbates inequality and erodes trust in public institutions. As Gillborn (2006) highlights, systemic racism not only creates daily inequities for affected communities but also perpetuates a sense of exclusion and disillusionment with and within public services such as policing.

For police organisations, these failures have tangible consequences, undermining institutional legitimacy and operational effectiveness. Holdaway and O'Neill (2006) discuss how unchecked institutional racism damages public trust and reinforces community-police disconnect, making it harder for law enforcement to operate effectively in diverse societies. Similarly, Long and Cullen (2008) argue that the absence of governance and accountability mechanisms for addressing systemic biases weakens democratic oversight and institutional transparency. Linton (2014) argues that failing to address systemic racism has operational implications, including reduced morale and engagement among minority ethnic employees. Her research highlights that implementing diversity initiatives is not only an ethical imperative but also critical for maintaining operational efficiency and fostering trust within diverse communities.

Identifying these costs through a structured risk analysis can serve as a powerful tool for advocating anti-racism among stakeholders. Police Scotland's Policing Together Strategy (2024) recognises the importance of inclusivity and representation in maintaining public trust. However, this strategy also underscores the need to confront systemic biases actively to achieve these goals. Furthermore, as Miller (2023) demonstrates in the context of non-policing sectors, organisations that fail to prioritise anti-racism risk both reputational harm and operational inefficiency. This parallel illustrates how the practical implications of inaction extend beyond ethical concerns, with significant organisational and societal repercussions.

3.2.6 Systemic Racism in Policing and Beyond

Systemic racism remains a persistent issue across sectors. In policing, entrenched cultural norms, historical legacies, and organisational resistance significantly impede efforts to foster equity and inclusivity (Gillborn, 2006; Holdaway and O'Neill, 2021). Such systemic biases erode public trust and undermine police legitimacy, exacerbating the disconnect between law enforcement and minority communities. Communities disproportionately affected by systemic racism, particularly Black and minority ethnic groups, are often excluded from decision-making processes, further entrenching inequality (Miller, 2016; Miller, 2023).

In non-policing sectors, such as education and healthcare, established mechanisms exist for addressing systemic inequalities. However, these mechanisms are frequently undermined by a lack of institutional accountability and clarity in their application (MacVean, Spindler and Solf, 2012). Like policing, these sectors often fail to incorporate the perspectives of marginalised communities into policy design, limiting the effectiveness and inclusivity of reforms (Miller, 2023).

3.2.7 Governance Mechanisms and the Need for Inclusivity

Governance mechanisms are critical to embedding anti-racism initiatives. For example, the Policing Together Strategy (Police Scotland, 2024) aspires to create an inclusive and representative force. However, achieving these goals necessitates addressing deeply rooted systemic biases within the organisation. Governance structures must ensure that the lived experiences of marginalised groups inform decision-making processes to create meaningful change.

Linton (2014) underscores the role of governance structures in ensuring accountability for diversity and anti-racism initiatives. Her findings suggest that governance mechanisms must actively integrate employee perspectives to enhance the design and implementation of anti-racism policies. She highlights that embedding participatory decision-making and structured employee feedback loops into governance frameworks strengthens institutional legitimacy and fosters sustainable cultural change. Furthermore, Linton emphasises that without clear accountability measures, governance structures risk being performative rather than transformative.

In non-policing contexts, such as education and healthcare, governance mechanisms must similarly prioritise equity and representation. However, institutional policies in these sectors often fail to fully address racial disparities or the specific needs of marginalised groups (Miller, 2023). Linton (2014) argues that effective governance requires proactive leadership engagement and systematic monitoring of diversity initiatives to ensure they translate into real impact. Governance frameworks must also integrate intersectional approaches, recognising that race often intersects with gender, socio-economic status, and other identity dimensions. By embedding transparent accountability structures and responsive policy mechanisms, organisations can move beyond symbolic commitments to create meaningful, equity-driven change.

3.2.8 Cross-Jurisdictional and Contextual Challenges

Anti-racism policies often lack cross-jurisdictional consistency, which limits their effectiveness. Variations in regional priorities and contextual considerations, such as differences in population demographics and local subcultures, create additional challenges (Miller, 2023). For example, Scotland's relatively homogeneous population presents different challenges compared to ethnically diverse areas like London, requiring tailored approaches to anti-racism.

3.3 TRAINING

Training plays a pivotal role in dismantling systemic racism within policing institutions. Systemic racism is a cultural phenomenon created and replicated through social interactions and language, which shapes how individuals and institutions understand and respond to racial issues. It is essential for colleagues to feel confident using language that accurately describes racism and anti-racism, fostering constructive and open conversations (Miller et al., 2022; Miller, 2024). Without this linguistic confidence, meaningful discourse is hindered, and opportunities to confront and address systemic biases are missed.

3.3.1 Professional Development and Structured Training

Many institutions lack targeted and well-structured professional development opportunities to prepare leaders and staff for anti-racism initiatives. Research indicates that existing training programmes often fall short of providing comprehensive frameworks for understanding and addressing systemic racism effectively. As Holdaway (1997) argues, clear definitions of racism and anti-racism are essential to establish consistent behavioral expectations and foster accountability within organizations. This clarity enables a shared understanding of institutional commitments to anti-racism.

However, much of the current training remains superficial, focusing on surface-level diversity while neglecting the deeply entrenched structural and cultural roots of systemic racism (Cashmore, 2002; Rowe & Garland, 2003). Miller (2020) extends this critique, emphasising the importance of equipping school leaders with the skills, attributes, and knowledge necessary to address institutional challenges related to migration, race discrimination, and systemic inequities. Miller argues that professional development efforts should prioritise training in five areas: language of race/ racism, data on race/ racism, curriculum diversity, recruitment and career progression, and building racially inclusive institutional processes, structures and cultures.



Linton (2014) provides further insights into professional development by emphasising the need for training that aligns with organisational culture and the lived experiences of employees. Her research highlights that successful training programmes must integrate feedback from employees, ensuring that training materials are context-specific and address both the overt and covert aspects of racism within organisations. Linton also underscores the importance of mentorship programmes as an integral part of structured professional development, fostering leadership buy-in and sustained engagement.

Through an ecological lens, Miller (2020) advocates for anti-racist training as a central component of ongoing professional development for school leaders, particularly in multicultural and multi-ethnic educational environments. Such training must not only reflect the contexts within which leaders operate but also empower them to create racially inclusive schools. This comprehensive approach equips leaders to address the collusion of personal and structural racism and promotes sustainable change in both educational and institutional settings.

3.3.2 Lack of Evaluation and Assessment Tools

Despite the widespread implementation of training interventions, there is a significant gap in evaluating their effectiveness. Most programmes lack robust mechanisms to measure outcomes or assess progress over time. Tools such as bias audits, longitudinal tracking, and community feedback mechanisms are critical for ensuring accountability and demonstrating tangible progress (Long & Cullen, 2008). Without these tools, institutions cannot adequately evaluate whether training initiatives result in meaningful cultural change or simply reinforce performative compliance. Assessment tools as a critical weakness in diversity training within the Metropolitan Police Service. Linton's (2014) work suggests that organisations should implement longitudinal evaluations to track the impact of training on workplace culture and employee perceptions over time. These evaluations can identify gaps and refine training frameworks, ensuring alignment with organisational goals and anti-racism commitments.

3.3.3 Beyond Training: Allyship and Sponsorship

Promoting allyship and sponsorship is an essential complement to formal training programmes. These strategies empower individuals to actively support colleagues

from underrepresented groups, fostering an organisational culture of inclusion and equity. Miller (2016; 2023) argues that allyship and sponsorship must go beyond symbolic gestures to become deeply embedded in organisational practices. Leaders and staff alike must be equipped with the skills and tools to engage meaningfully in these roles, ensuring that they contribute to sustainable institutional reform.

Linton (2014) highlights that allyship and sponsorship are not merely supportive mechanisms but integral drivers of cultural transformation. Her research on the Metropolitan Police Service demonstrates that mentoring and sponsorship programmes significantly enhance employee engagement and cultivate a shared commitment to long-term organisational change. Linton emphasises that allyship must be intentional and reinforced by structured institutional support, including leadership buy-in and policy integration. Additionally, she underscores that allyship should be embedded within performance evaluations and leadership development programmes to ensure accountability. By incorporating these principles, institutions can move beyond performative allyship and foster genuine, systemic progress toward equity and inclusion.

3.3.4 Trauma-Informed Approaches

Training must also address the role of trauma in shaping interactions within and outside policing. Trauma-informed approaches are particularly relevant in the context of policing, where both officers and the communities they serve may be affected by individual and intergenerational trauma. Hill and Augoustinos (2001) highlight the importance of creating environments where difficult conversations about racism can occur without fear of retaliation or defensiveness. Incorporating trauma-informed principles into training can help institutions address systemic racism more empathetically and effectively, promoting healing and understanding.

Linton (2014) expands on this by emphasising that trauma-informed approaches should not only be incorporated into general training but also embedded within leadership development. She argues that leaders must be equipped with the skills to recognise, validate, and respond to the emotional and psychological challenges that arise when addressing systemic racism. Linton highlights that creating psychologically safe spaces for dialogue within police organisations is critical for fostering open

discussions about race, improving institutional trust, and promoting cultural change. By integrating trauma-informed leadership strategies, police institutions can move beyond compliance-driven diversity initiatives to embed genuine emotional intelligence and accountability into their organisational culture.

3.3.5 Standardisation and Local Adaptation

The inconsistency in training quality and focus across regions further complicates the operationalisation of anti-racism. Standardised frameworks for anti-racism training are necessary to ensure uniformity in core principles and objectives. However, these frameworks must also be adapted to reflect local demographics and community needs. For example, significant ethnic diversity in urban areas such as London contrasts sharply with the predominantly white populations of rural Scotland (Census, 2022). Training programmes must balance standardisation with local relevance to ensure they are applicable and effective in diverse contexts.

Linton (2014) emphasises that effective anti-racism training requires a balance between structured standardisation and contextual adaptation. Her research highlights that a rigid, one-size-fits-all approach often fails to address the nuanced challenges faced by different communities. Instead, she advocates for flexible training models that incorporate localised data, community engagement, and region-specific case studies to enhance practical relevance. Linton further argues that training effectiveness is maximised when institutions actively involve community stakeholders in the design and evaluation process, ensuring that both police officers and the communities they serve benefit from culturally competent, locally responsive training frameworks. This approach fosters greater trust, relevance, and long-term commitment to anti-racist policing practices.

3.4 PROFESSIONALISM AND PREVENTION

Anti-racism as an organisational culture remains critically underdeveloped across many institutions, despite its importance in fostering equitable and inclusive practices. The reviewed literature identifies key manifestations of systemic racism, including anti-Black and anti-minority biases, as well as biased decision-making processes that perpetuate inequality. These challenges underscore the need for cultural change to embed anti-racism as a core organisational value.

3.4.1 Cultural Change and Systemic Resistance

Systemic racism continues to be deeply entrenched within institutions, sustained by historical legacies and resistant cultural norms (Gillborn, 2006; Holdaway and O'Neill,



2021). Despite theoretical insights offered by frameworks such as Critical Race Theory (Gillborn, 2006), their practical application in institutional settings remains limited. For example, in policing, anti-racism often lacks operationalisation through actionable strategies, leaving efforts to address racism fragmented and superficial. Cultural resistance within organisations frequently results in an unwillingness to address uncomfortable truths about systemic inequality, further perpetuating the status quo (Harrison & Gill, 2019; Miller, 2023).

3.4.2 Biased Decision-Making and Organisational Fairness

The persistence of biased decision-making—whether conscious or unconscious—undermines the fairness of policing practices and the broader legitimacy of institutions. Research by Bowling and Phillips (2007) illustrate how these biases manifest in discriminatory practices such as stop and search, disproportionately targeting minority communities. Tools such as bias audits and structural accountability frameworks, as recommended by Long and Cullen (2008), are critical to mitigating these biases. However, the lack of robust evaluation methods and longitudinal data limits the ability to track progress and refine interventions over time.

3.4.3 Institutional Legitimacy and Accountability

Institutional legitimacy depends on transparency, accountability, and alignment with societal expectations. Yet, the reviewed studies consistently reveal gaps in governance and accountability structures. For instance, Miller (2023) critiques superficial diversity initiatives that fail to address root causes of systemic racism. Similarly, limited adoption of feedback mechanisms, such as community engagement or stakeholder consultations, hinders the development of inclusive policies that genuinely reflect the needs of affected communities (Esaki et al., 2022; Donnally and Scott, 2008). Governance frameworks, such as those proposed by Police Scotland's Policing Together Strategy (2024), aim to build inclusivity and accountability but require stronger mechanisms for sustained implementation and evaluation.

3.4.5 Human Resources and Organisational Practices

Human resource practices play a pivotal role in shaping institutional culture, yet recruitment, retention, and promotion practices often fail to align with stated commitments to diversity and inclusion. Shiner (2010) and Rowe and Garland (2003)

argue that these gaps exacerbate systemic inequalities, as minority candidates remain underrepresented in leadership positions. Contemporary interventions, such as reverse mentoring and allyship programmes, are rarely implemented, highlighting a missed opportunity for fostering meaningful organisational change (Miller 2016; Miller et al., 2022).

3.4.6 Need for Robust Evaluation Tools

Robust evaluation tools are essential for tracking progress and ensuring sustained institutional change. Bias audits and longitudinal tracking provide promising avenues for measuring the effectiveness of anti-racism initiatives (Long & Cullen, 2008). However, evaluation methods must also incorporate the voices of communities directly affected by systemic racism to ensure that policies are responsive to their needs (Fanning & Michael, 2018). Additionally, benchmarking progress across different regions and institutions can reveal patterns of success and areas requiring further intervention.

3.4.7 Benchmarking and Regional Variations

The literature underscores the need for benchmarking anti-racism initiatives to address regional and jurisdictional variations. For example, urban areas such as London exhibit greater demographic diversity compared to rural Scotland, where the population remains predominantly white (Census, 2022). These regional differences necessitate tailored approaches to anti-racism that reflect local contexts. Miller (2023) highlights that inconsistent implementation across jurisdictions not only undermines the effectiveness of interventions but also complicates efforts to address systemic racism comprehensively.

3.5 COMMUNICATIONS

3.5.1 The Role of Language in Anti-Racism

Language is a powerful tool in addressing systemic racism, yet it is often under utilised in fostering meaningful change. Effective communication about racism and anti-racism requires embracing discomfort and having difficult conversations about privilege, bias, and discrimination. Many organisations struggle to create an environment where

employees feel confident using precise and appropriate language to discuss these topics. This hesitation stems from a fear of making mistakes or causing offense, which can silence necessary dialogue (Miller et al., 2022; Miller, 2023). Developing structured opportunities for professional development in communication skills is critical to addressing this issue.

Linton (2014) highlights the importance of structured communication training that includes practical tools for navigating conversations about race within hierarchical institutions like policing. Her findings indicate that organisations benefit from providing staff with standardised communication protocols and linguistic frameworks to discuss anti-racism confidently, reducing fear of retribution and enhancing dialogue.

Clear and inclusive language also plays a role in combatting systemic racism by promoting shared understanding and collective action. By normalising the use of anti-racism terminology and concepts, organisations can foster a culture where racism is openly addressed, and anti-racist practices are prioritised (Gillborn, 2006). Without cultural shifts, discussions of diversity risk being superficial and disconnected from actionable strategies.

3.5.2 Community Engagement and Marginalised Voices

The underrepresentation of community perspectives in the design, implementation, and assessment of anti-racism policies is a persistent gap. As noted in "Racism and Anti-Racism in the Two Irelands", community-led research is essential for creating policies that reflect the lived experiences of marginalised groups. However, these approaches remain underexplored, with few studies providing detailed methodologies for engaging communities effectively (Fanning and Michael, 2017). Ray and Smith (2004) explore racist policing responses to racist offences, establishing crucial links between systemic biases and social divisions. Their examination of policing statistics and cultural dynamics yields valuable insights into racial conflict and policing practices, culminating in proposals for multi-dimensional strategic approaches. Donnelly and Scott's (2008) subsequent work builds upon these insights, demonstrating how balanced approaches can effectively integrate national oversight with localised, culturally sensitive practices. The literature reveals a persistent gap in community representation within anti-racism policy development. Fanning and Michael's (2017) examination of racism and anti-racism in Ireland strengthens this observation, demonstrating that community-led research proves fundamental in developing policies that authentically reflect marginalised groups' lived experiences. Extending this perspective, Linton (2014) underscores the need for meaningful community engagement by demonstrating how involving minority employees in shaping

organisational policies can strengthen institutional credibility and inclusivity. Her research highlights the importance of building trust with underrepresented voices, ensuring that policies and interventions reflect both organisational goals and the lived realities of marginalised communities.

The importance of lived experiences cannot be overstated, particularly in regions with unique demographic and cultural dynamics, such as Scotland. The 2022 Census highlights that 87.1% of Scotland's population identifies as 'Scottish' or 'Other British' within the White category, underscoring limited ethnic diversity compared with cities like London, where ethnic minorities constitute 46.2% of the population. These differences demand tailored approaches to anti-racism policies that account for regional and local subcultures, as well as the unique challenges faced by families and individuals navigating minority status in predominantly white communities.

Community involvement in policing, such as building stronger relationships with community organisations and grassroots groups, is critical for shaping policies that are both inclusive and effective (Miller, 2023). By prioritising participatory frameworks, organisations can ensure that policies are informed by the experiences and needs of those directly affected by systemic racism. Parsons' (2009) concept of 'passive racism' provides a useful lens for understanding how institutional practices may inadvertently perpetuate exclusion even within community engagement efforts. When considered alongside Donnelly and Scott's (2008) structural reform frameworks, these insights suggest that effective community engagement requires fundamental institutional transformation rather than merely procedural changes.

The literature indicates that successful community engagement strategies must move beyond tokenistic consultation to embrace genuine power-sharing and participatory decision-making. However, the practical implementation of such approaches remains challenging, particularly given institutional resistance to fundamental change and the varying demographic contexts across different regions.

3.5.3 Intersectionality and the Complexity of Minority Status

Intersectionality—the overlapping of race with other identity dimensions such as gender, sexuality, or socio-economic status—is frequently overlooked in anti-racism strategies (Miller, 2023). This oversight limits the ability to address the full complexity of systemic inequities and risks marginalising individuals whose identities do not fit into a single category. For example, minority women may experience unique forms of discrimination that are not adequately addressed by policies that focus solely on race or gender in isolation.

Linton (2014) discusses the importance of recognising intersectional challenges in anti-racism policies. Her findings suggest that training and communications should incorporate real-world examples of compounded discrimination, empowering organisations to address the unique barriers faced by individuals at the intersections of multiple identities.

Incorporating intersectional perspectives into anti-racism efforts is particularly important in policing. Policies must acknowledge and address the compounded vulnerabilities of individuals who are marginalised due to multiple aspects of their identity. Similarly, in non-policing sectors such as education and healthcare, efforts must be made to design policies that reflect the diverse realities of marginalised communities (Gold, 2022).

3.5.4 Under- and Over-Policing of Communities

The dual phenomenon of under-policing and over-policing disproportionately affects minority communities. Over-policing, such as excessive stop-and-search practices, fosters mistrust and alienation, while under-policing in areas requiring protection leaves vulnerable communities underserved (Bowling and Phillips, 2007). Communication plays a pivotal role in addressing these issues, as transparent and inclusive dialogue between law enforcement and affected communities is essential for building trust and fostering collaboration.

Linton (2014) identifies communication gaps between police organisations and minority communities as a significant barrier to addressing over-policing and under-policing effectively. Her research suggests that participatory communication strategies, including community feedback mechanisms, can bridge these gaps, helping police organisations build trust and transparency with marginalised communities. Policing strategies must include community-driven feedback mechanisms to identify and rectify disparities in service provision. These feedback mechanisms should focus on improving procedural fairness and demonstrating institutional accountability to bridge the gap between police practices and community expectations (Gillborn, 2006).

3.5.5 Moving Towards Participatory Policy Design

To ensure that anti-racism policies are inclusive and effective, organisations must embrace participatory approaches that actively involve marginalised voices in decision-making processes. This requires a cultural transformation within institutions, moving beyond tokenistic consultations to genuine collaboration with community

stakeholders. In policing, this means building lasting partnerships with minority ethnic groups and other marginalised communities to co-create policies that reflect their lived experiences (Condor et al., 2006; Donnelly and Scott, 2008; Miller, 2023). Linton (2014) advocates for participatory approaches that integrate both internal and external stakeholder perspectives. Her work highlights the value of including employee and community input during the design phase of anti-racism policies, ensuring that interventions are both relevant and impactful.

In non-policing sectors, similar efforts are needed to empower communities to shape policies that address their unique challenges. For example, engaging parents, students, and community organisations in the design of anti-racist education policies ensures that interventions are responsive to the needs of those most affected by systemic racism (Fanning and Michael, 2017).

3.6 STRENGTHS AND LIMITATIONS OF APPROACH

This review provides valuable insights into the operationalisation of anti-racism within both policing and non-policing sectors, synthesising a broad range of studies. The strengths of this review lie in its comprehensive exploration of various theoretical frameworks, such as Critical Race Theory, and in its application to real-world organisational practices. The literature highlights the importance of systemic changes and community engagement in addressing racism at both individual and institutional levels. The growing focus on intersectionality represents a significant advancement, providing a more comprehensive understanding of how racism operates within organisations.

The review also identified several limitations within the literature. The absence of longitudinal studies and robust assessment frameworks makes it difficult to evaluate the long-term impact of anti-racism initiatives across sectors. Furthermore, while the review engaged with non-policing sectors, the inclusion of more cross-jurisdictional and participatory research would enhance the applicability of findings and provide more concrete guidance for operationalising anti-racism strategies. The lack of detailed studies on intersectionality in policing and non-policing sectors also limit our understanding of how overlapping forms of oppression influence the effectiveness of anti-racism interventions. While progress has been made in both policing and non-policing sectors, there remains a significant gap in translating theoretical insights into actionable, measurable and sustainable strategies for anti-racism.

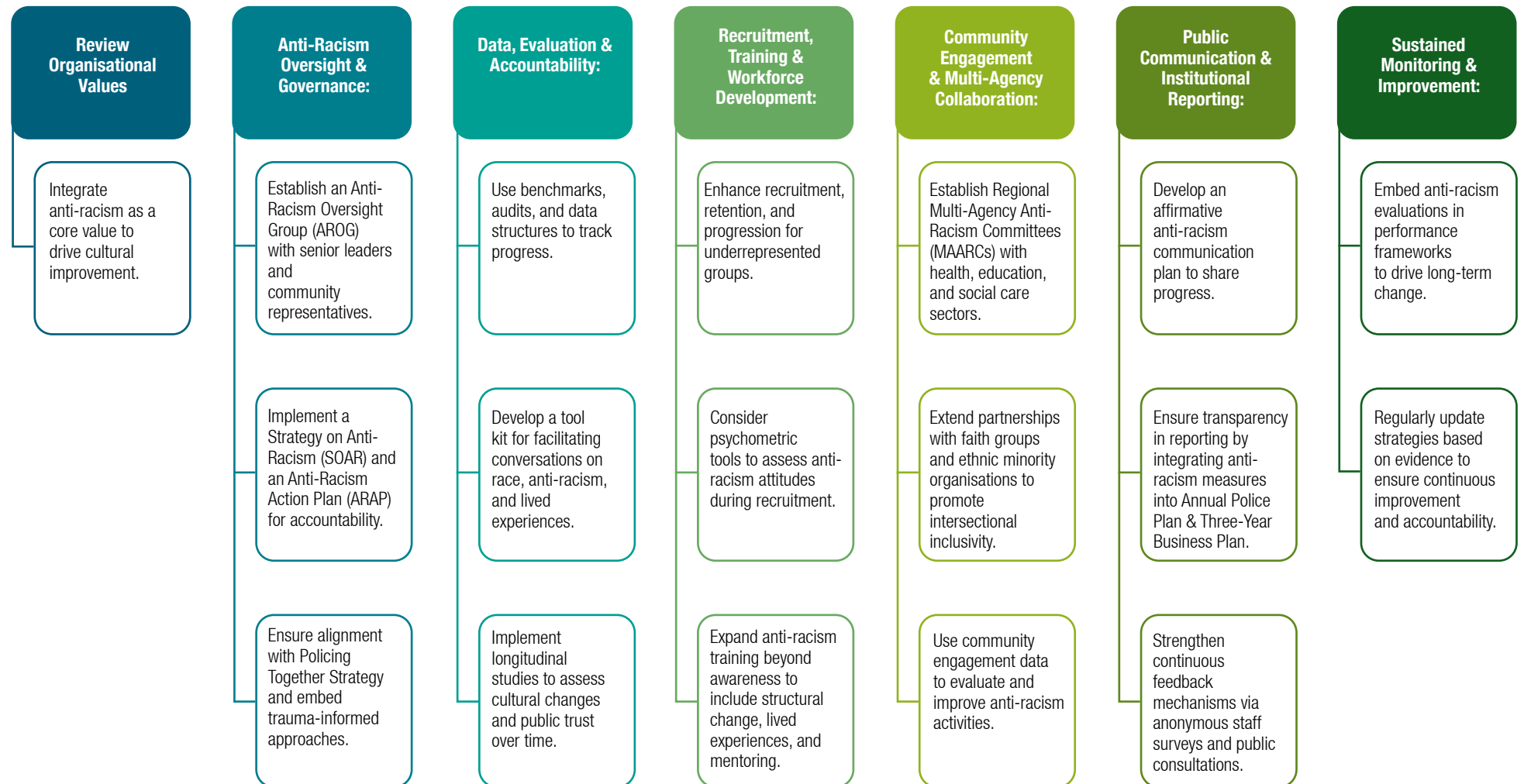
4. Key Considerations for Practice

The considerations below aim to contribute to the ongoing development and implementation of anti-racist practice within policing.

- 4.1** Policing organisations could consider reviewing their organisational values to include anti-racism, enabling a values-based approach that supports cultural improvement.
- 4.2** Experts and those with lived/living experience could be involved in police governance structures and decision-making to support effective governance and oversight of anti-racism. An Anti-Racism Oversight Group (AROG) could be constituted as part of a new operating model, comprising senior leadership, members of Black and minority ethnic communities, and partner representation (e.g., SEMPER, Police Federation), to provide strategic direction and accountability for anti-racism initiatives within policing.
 - AROG could also oversee the Anti-Racism Action Plan (ARAP) and help align it with the Strategy on Anti-Racism (SOAR), supporting senior leaders to drive progress.
- 4.3** Police organisations could reinforce their commitment to anti-racism by developing a proactive strategic approach supported by a holistic implementation plan that aligns with the 2030 Vision – enabling capacity and driving service improvement.
 - a.** AROG could have oversight of the ARAP and the delivery of SOAR, offering governance within a broader culture of accountability.
 - b.** SOAR could incorporate a trauma-informed, social justice approach within a human rights framework, providing a collaborative model for delivering and evaluating anti-racist practice.
 - c.** Benchmarks and data structures might be included to support monitoring and accountability.
 - d.** ARAP could include a problem statement outlining the ambition for anti-racism, recognising that institutional legitimacy may depend on reflecting the communities served.
 - e.** SOAR could be informed by the lived experiences of racial and ethnic minority groups, guiding targeted interventions such as training to deepen understanding of everyday discrimination.
 - f.** SOAR might identify priority areas for anti-racist interventions and assign senior leadership responsibility for oversight and evaluation, reporting to AROG.
 - g.** Data structures and benchmarks could support evaluation of SOAR's delivery, providing regular monitoring aligned with performance frameworks.
 - h.** An organisational anti-racism toolkit might be developed to build skills and facilitate conversations about race and racism. Tools could include a lexicon of terms, metaphor and storytelling training, and criteria for reviewing policies and procedures.
 - i.** The toolkit could support initiatives aimed at improving access to recruitment, retention, and progression for under-represented groups, helping to build a diverse workforce.
 - j.** The use of psychometric tools to assess anti-racism attitudes during recruitment and selection could be explored as part of enhanced vetting.

- 4.4** Progress on anti-racism could be communicated and recognised through a communications plan that ensures consistent, visible messaging to support cultural change.
- 4.5** AROG could consider establishing Regional Multi-Agency Anti-Racism Committees (MAARCs), involving experts from sectors such as health, education, and social care, to share best practices and promote collaborative, intersectional approaches.
- 4.6** Scoring attitudes towards anti-racism during recruitment could be considered, using validated psychometric tools as part of enhanced selection processes.
- 4.7** Anti-racism content could be integrated into equality, diversity, and inclusion training as part of broader anti-discrimination training strategies.
- 4.8** Education during recruit training and probation could focus on fostering inclusive practices that reflect the diversity of communities served, rather than cultural assimilation.
- 4.9** Policing organisations could explore adapting government or sector-affiliated training and policy resources for their context. These might include the Ten Standards for Training from an Anti-Racist Perspective (CRER) and Building Racial Literacy (BSL) resources.
 - Training could incorporate lived experiences of racial and ethnic minority groups to strengthen understanding of everyday discrimination.
- 4.10** Anti-racism could be embedded in community engagement activities, with attention to intersectionality – for example, by engaging with under-represented or faith-based groups.
- 4.11** Engagement with community groups representing ethnic minority communities could include sharing evidence and evaluations of anti-racism activities to support scrutiny and accountability.
- 4.12** Reporting of HR data and staff surveys could disaggregate by personal characteristics, with attention to intersectionality, to highlight disparities and guide interventions.
 - Anti-racism activities could be included in organisational reporting frameworks to ensure transparency and accountability.
- 4.13** Anti-racism activities could be made visible internally and externally, with inclusion in strategic planning and reporting to enhance accountability and transparency.
- 4.14** Continuous feedback mechanisms, including anonymous staff surveys and community consultations, could support regular assessment of experiences and inform policy development.
- 4.15** Longitudinal and other evaluative studies could measure the sustained impact of anti-racism initiatives, informing refinements and assessing organisational culture change and community trust over time.

4.16 Chart 1: Key Considerations for Practice



5. References

- Aplin, R., (2022). Investigating honour-based abuse and other crimes in South Asian communities: the benefits, limitations and impacts of 'ethnic matching' and ethnic 'difference' of police officers. *Policing and society*, 32(9), pp.1049-1070.
- Aston, E., Murray, K. and O'Neill, M. (2021). Achieving cultural change through organizational justice: the case of stop and search in Scotland', *Criminology and Criminal Justice*, 21(1), pp. 40-56.
- Barnum, C., Miller, J., Miller, G. (2015). An Evaluation of an Observational Benchmark Used in Assessing Disproportionality in Police Traffic Stops. *Policing: A Journal of Policy and Practice* 9(4) DOI:10.1093/polic/pav002
- Bowling, B. and Phillips, C. (2007). Disproportionate and discriminatory: reviewing the evidence on police stop and search, *Modern Law Review*, 70(6), pp. 936-961
- Bradford, B., Jackson, J. and Taylor, E., (2024). Policing the Permacrisis. *Political Quarterly*, 95(1), pp.33-41.
- Bridges, L. (1999). The Lawrence Inquiry: Incompetence, Corruption, and Institutional Racism. *Journal of Law and Society*, 26(3), pp.298-322.
- Casey, L. (2023). *The Baroness Casey Review: A review into the standards of behaviour and internal culture of the Metropolitan Police Service*. Metropolitan Police Service. Available at: <https://www.met.police.uk/SysSiteAssets/media/downloads/met/about-us/baroness-casey-review/update-march-2023/baroness-casey-review-march-2023a.pdf>
- Cashmore, E. (2002). Behind the Window Dressing: Ethnic Minority Police Perspectives on Cultural Diversity. *Journal of Ethnic and Migration Studies*, 28(2), pp.327-341.
- Caveney, N., Scott, P., Williams, S. and Howe-Walsh, L. (2020). Police reform, austerity and 'cop culture': time to change the record? *Policing and society*, 30(10), pp.1210-1225.
- Carson, D. (ed.), 2007. *Applying Psychology to Criminal Justice*. Chichester: Wiley.
- Condor, S., Figgou, L., Abell, J., Gibson, S., & Stevenson, C. (2006). 'They're not racist ...' prejudice denial, mitigation and suppression in dialogue. *The British journal of social psychology*, 45(Pt 3), 441-462. <https://doi.org/10.1348/014466605X66817>
- Cunningham, E. (2021). *Women in policing: Feminist perspectives on theory and practice*. Routledge.
- Donnelly, D., Scott, K. and Newburn, T. (2008). Policing in Scotland. *Handbook of policing*, pp.182-203.
- Esaki, N., et al. (2022). Next Steps: Applying a Trauma-Informed Model to Create an Anti-Racist Organizational Culture' *Behavioral Sciences* 12(2)
- Fanning, B. and Michael, L. (2018). Racism and Anti-Racism in the Two Irelands. *Ethnic and Racial Studies*, 41(15), pp.2656-2672.
- Fernandez, C. S., Taylor, M. M., Dave, G., Brandert, K., Larkin, S., Mollenkopf, K., & Corbie, G. (2024). Improving the equity landscape at U.S. academic institutions: 10 strategies to lead change. *Equity in Education & Society*, 3(1), 18-32.
- Gillborn, D. (2006). Critical Race Theory and Education: Racism and anti-racism in educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education*, 27(1), 11-32. <https://doi.org/10.1080/01596300500510229>
- Gillborn, S., Woolnough, H., Jankowski, G., & Sandle, R. (2023). 'Intensely white': psychology curricula and the (re) production of racism. *Educational Review*, 75(5), 813-832. <https://doi.org/10.1080/00131911.2021.1978402>
- Gold, J. (2022). Improving community relations in the police through procedural justice – an action learning initiative. *Action Learning: Research and Practice*, 19(3), pp.230-247.
- Grieve, J. (2007). Behavioural Sciences and the Law: Investigation. In D. Carson, B. Milne, F. Pakes, K. Shalev-Greene, & A. Shawyer (Eds.), *Applying Psychology to Criminal Justice* (pp. 39-64) Wiley. <https://doi.org/10.1002/9780470713068.ch3>
- Harris, D.A. (2006). U.S. experiences with racial and ethnic profiling: History, current issues, and the future. *Critical Criminology*, 14(3), pp.213-239.
- Harris, S. (2023). (Re)connecting anti-racisms: Islamophobia and the politics of police/prison abolition in contemporary Britain. *The Sociological Review*, 72(5), pp.935-953.
- Harrison, K. and Gill, A.K (2019). Policing the culture of silence: Strategies to increase the reporting of sexual abuse in British South Asian communities. *Policing and Society*, 29(3), pp.302-317.

- Heimer, R.V.L., Hardiman, M. and Dalton, C.T. (2024). Intersectional injustices: Police responses to migrant, Black, and minoritised victim-survivors. *Policing and Society*, 34(8), pp.763–780.
- Herbert, J. (2008). *Negotiating Boundaries in the City: Migration, Ethnicity, and Gender in Britain*. London: Routledge.
- Hills, J., Sefton, T. and Stewart, K. (2009). *Towards a More Equal Society? Poverty, Inequality and Policy Since 1997*. Bristol: Policy Press.
- Hill, M. E., & Augoustinos, M. (2001). Stereotype change and prejudice reduction: shortand longterm evaluation of a cross-cultural awareness programme. *Journal of Community & Applied Social Psychology*, 11(4), 243–262.
- Hockey, D. (2020). The ombudsman complaint system: A lack of transparency and impartiality. *Public Organization Review*, 21(1), pp.46–62.
- Holdaway, S. and O'Neill, M. (2006). Institutional racism after Macpherson: An analysis of police views. *Policing and Society*, 16(4), pp.349–369.
- Holdaway, S. (1997). Some recent approaches to the study of race in criminological research. *British Journal of Criminology*, 37(3), pp.383–404.
- Hopkins, N., Reicher, S. and Levine, M. (2011). On the Parallels Between Social Cognition and the 'New Racism'. *British Journal of Social Psychology*, 36(3), pp.305–329.
- Hussain, A. and Ishaq, M. (2008). Managing Race Equality in Scottish Local Councils in the Aftermath of the Race Relations (Amendment) Act 2000. *International Journal of Public Sector Management*.
- Iganski, P. (1999). Legislating against hate: outlawing racism and antisemitism in Britain. *Critical Social Policy*, 19(1), 129–141.
- Iganski, P. (2008). *Hate Crime and the City*. Bristol: Policy Press.
- Iganski, P. (2009). An Agnostic View of 'Faith Hate' Crime. *Safer Communities*, 8(4), pp.51–52.
- Jarman, N. (2003). Victims and Perpetrators: Racism and Young People in Northern Ireland. *Child Care in Practice*, 9(2), pp.129–139.
- Jhutti-Johal, J., & Singh, H. (2019). *Racialization, Islamophobia and Mistaken Identity: The Sikh Experience*. (1st ed.) (Routledge Studies in Religion and Politics). Routledge. <https://doi.org/10.4324/9781351138864>
- Joyce, P. (2016). *The Policing of Protest, Disorder, and International Terrorism in the UK Since 1945*. New York: Palgrave Macmillan.
- Joyce, P. and Laverick, W. (2021). *Policing: Development and contemporary practice*. London: Sage Publications.
- Khan, A. (2021). In Defence of an Unalienated Politic: A Critical Appraisal of the "No Outsiders" Protests. *Feminist Review*, 128, pp.132–147.
- Kirk, D.S. and Rovira, M. (2022). Do Black Lives Matter to Employers? *PLoS ONE*, 17(5), p.e0267889.
- Koch, I., Williams, P., & Wroe, L. (2024). 'County lines': racism, safeguarding and statecraft in Britain. *Race & Class*, 65(3), 3–26. <https://doi.org/10.1177/03063968231201325>
- Lane, P. and Smith, K. (2021). Mid-term Review: *UK Roma National Integration Strategy*. Available at: <https://bristoluniversitypressdigital.com>.
- Linton, K. (2014). *Perspectives on workforce diversity: a context-based approach to understanding diversity and equality in the police service*. [Doctoral Thesis, Royal Holloway, University of London]. Available at: <https://pure.royalholloway.ac.uk/en/publications/perspectives-on-workforce-diversity-a-context-based-approach-to-u>
- Loftus B. (2019). Normalizing covert surveillance: the subterranean world of policing. *British Journal of Sociology*, Volume 70, Issue 5, 1 December 2019, Pages 2070–2091
- Loader, I. & Mulcahy, A. (2003). *Policing and the Condition of England: Memory, Politics and Culture*. New York: Oxford University Press.
- Long, M., & Cullen, S. (2008). United Kingdom: Democratic Policing – Global Change from a Democratic Perspective. In M. R. Haberfeld & I. Cerrah (Eds.), *Comparative Policing: The Struggle for Democratization* (pp. 277–302). SAGE Publications.
- Macey, M. (2009). Multiculturalism, Religion, and Women. *Ethnic and Racial Studies*, 32(6), pp.1025–1044.
- MacVean, A., Spindler, P. & Solf, C. (2012). *Handbook of Policing, Ethics and Professional Standards*. London: Routledge.
- McGregor, R. (2024). *Recovering Police Legitimacy: A Radical Framework*. Taylor & Francis.
- McKee, R. (2016). Love Thy Neighbour? Exploring Prejudice. *Journal of Ethnic and Migration Studies*, 42(5), pp.824–847.
- McLaughlin, E. (2007) *The New Policing*. London: SAGE Publications.
- McVeigh, R. (2015). Living the peace process in reverse: racist violence and British nationalism in Northern Ireland. *Race & Class*, 56(4), pp.3–25. <https://doi.org/10.1177/0306396814567403>

- Miah, S., (2017). Muslims, Schooling, and Security: Racialisation and Securitisation in British Schools. *Critical Studies on Terrorism*, 10(1).
- Miller, J., Bland, N., & Quinton, P. (2002). Measuring Stops and Searches: Lessons from U.K. Home Office Research. *Justice Research and Policy*, 4(1-2), 143-156. <https://doi.org/10.3818/JRP.4.1.2002.143>
- Miller, P. (2016) 'White sanction', institutional, group and individual interaction in the promotion and progression of black and minority ethnic academics and teachers in England. *Power & Education*, 8(3), 205-221. <https://doi.org/10.1177%2F1757743816672880>
- Miller, P. (2019). 'Tackling' race inequality in school leadership: Positive actions in BAME teacher progression – evidence from three English schools. *Educational Management Administration & Leadership*. <https://doi.org/10.1177%2F1741143219873098>
- Miller, P. (2020). Anti-racist school leadership: making 'race' count in leadership preparation and development. *Professional Development in Education*, 47(1), 7–21.
- Miller, P., Lane, J., & Jaeggi, K. (2022). *School Leaders Leading Curriculum Inclusion: Re-culturing Pedagogy, Re-imagining the Student Experience*. Equity in Education & Society, pp. 45-62.
- Miller, P. (2023). School leaders leading anti-racism and inclusion: Evidence from schools in England. *Equity in Education & Society*. Online First. <https://journals.sagepub.com/doi/full/10.1177/27526461231175168>
- Murji, K. (2017). Rioting and the politics of crisis. *Ethnic and Racial Studies*, 41(10), 1820–1836.
- Murray, K. and Harkin, D. (2017). Policing in Cool and Hot Climates: Legitimacy, Power, and the Rise and Fall of Mass Stop and Search in Scotland. *British Journal of Criminology*, 57(4), pp.885–905.
- Newburn, T. (2008). *Handbook of Policing*. 2nd ed. Devon: Willan Publishing. pp.121–142.
- Ogbonna, Emmanuel (2023). Making Wales an anti-racist nation: A public value mission in action. *Business Focus Annual Research* 2, pp. 78–83. 10.4324/9781003467410-12
- Parmar, A. (2021). The Power of Racialised Discretion in Policing Migration. *International Journal for Crime, Justice and Social Democracy*, 10(3), pp.67–81.
- Parmar, A. (2023). Feeling Race: Mapping Emotions in Policing Britain's Borders. *Identities*, 30(2), pp.189–206.
- Parsons, C., 2009. Explaining sustained inequalities in school exclusions in England. *British Journal of Educational Studies*, 57(4), pp. 413–43
- Peacock, C. (2023). Amnesia and the Erasure of Structural Racism in Criminal Justice Professionals' Accounts of the 2011 English Disturbances. *The Sociological Review*, 71(2), pp.436–452.
- Platt, L. et al. (2022). The Effect of Systemic Racism and Homophobia. *Journal of Urban Health*, 99(2), pp.269–283.
- Police Scotland. (2024). *Policing Together Strategy*. <https://www.scotland.police.uk/about-us/how-we-do-it/strategic-planning/policing-together-equality-diversity-and-inclusion-strategy/>
- Quinn, E. (2024). Racist Inferences and Flawed Data: Drill Rap Lyrics as Criminal Evidence in Group Prosecutions. *Race & Class*, 65(3), pp.23–41.
- Quinton, P., Bland, N., and Miller, J. (2000). *The Impact of Stops and Searches on Crime and the Community*. *Police Research Series* (Vol. 127). London: Home Office.
- Quinton, P., Bland, N., and Miller, J. (2000). *Police stops, decision-making and practice*. *Police Research Series* (Vol. 130). London: Home Office.
- Ray, L. and Smith, D. (2004). Racist Offending, Policing and Community Conflict. *Sociology*, 38(4), pp.681–699.
- Rowe, M. (2007). Policing Beyond Macpherson: Issues in Policing. *Race and Society*. Cullompton: Willan Publishing.
- Rowe, M. and Garland, J. (2003). "Have You Been Diversified Yet?" Developments in Police Community and Race Relations Training. *Policing and Society*, 13(4), pp.399–411.
- Seal, L. and Neale, A. (2020). Racializing Mercy: Capital Punishment and Race in Twentieth-Century England and Wales. *Law and History Review*, 38(3), pp.589–617.
- Shiner, M. (2010). Post-Lawrence Policing in England and Wales: Guilt, Innocence and the Defence of Organizational Ego. *British Journal of Criminology*, 50(5), pp.935–953.
- Skinner, D. (2024). The NDNAD Has No Ability in Itself to be Discriminatory: Ethnicity and the Governance of the UK National DNA Database. *Sociology*, 58(1), pp.108–124.
- Smith, R. (2013). *Youth Justice: Ideas, Policy, Practice*. London: Routledge.
- Souhami, A. (2020). Constructing Tales of the Field: Uncovering the Culture of Fieldwork in Police Ethnography. *Policing and Society*, 30(2), pp.218–234.
- Tomlinson, S. (2019). *Education and Race from Empire to Brexit*. Bristol: Policy Press.
- Walsh, D. and Conway, V. (2011). Police Governance and Accountability. *Crime Law and Social Change*, 55(2–3), pp.61–86.
- Webber, F (2022). Impunity Entrenched: The Erosion of Human Rights in the UK. *Race & Class*, 63(4), pp.3–31.
- Wight, C. (2003). The Agent-Structure Problem and Racism. *Political Studies*, 51(4), pp.706–724.
- Williams, E. and Squires, P. (2021). Rethinking Knife Crime. In: *Rethinking Knife Crime*. Cham: Springer Nature. pp.1–23.







Implementing Anti-Racism in the Context of Policing:

A Systematic Review

Technical Report



**Institute for
Educational &
Social Equity**



**Scottish Institute
for Policing Research**



Authors

Dr Myrtle Emmanuel

Dr Kenisha Linton-Williams

Professor Paul Miller

Professor Zoe Morrison

April 2025

Institute for Educational & Social Equity

Correspondence to: **admin@instituteforequity.ac.uk**

Contents

Contents	3
Authorship and Acknowledgements	3
Glossary and Abbreviations	4
1 Review Method	6
1.1 Background	6
1.2 Overview of Review Method	7
1.3 Summary of Sources Reviewed	9
2 References for Sources Reviewed	45

AUTHORSHIP AND ACKNOWLEDGEMENTS

This review was written by the review team of Kenisha Linton, Myrtle Emmanuel, Paul Miller and Zoe Morrison. We gratefully acknowledge funding by the Scottish Institute for Policing Research (SIPR) and the support of Monica Craig, Liz Aston and Simon-Lewis Menzies in the award and administration of the project. We appreciate the timely and thoughtful input of Lewis Clarke, together with the colleagues who have kindly provided feedback and advice during the final phase of reporting, on behalf of Police Scotland.

The team have no known competing interests to the conduct and reporting of the review.

Glossary and Abbreviations

Race/ethnicity

- **Race:** A social construct that divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin colour) ancestral heritage, cultural affiliation, cultural history, ethnic classification.
- **Ethnicity:** A social construct that divides people into social groups based on characteristics such as shared sense of group membership, values, behavioural patterns, language, political and economic interests, history, and ancestral geographical base.

Racial identity

- **Black:** We use the term Black when specifically referring to people of African descent. We also use the term black as an inclusive term for people of African and Caribbean / South American/ South-Asian descent who identify as black and share a common racialised experience in the United Kingdom based on their skin colour.
- **BME:** This term is used collectively to refer to non-white people.
- **BAME:** BAME stands for Black, Asian, and Minority Ethnic, and is an acronym used in the UK to describe people from non-white British backgrounds. It includes people from a wide range of ethnic, religious, and cultural backgrounds.
- **Global Majority Heritage:** Global majority refers to people who are "black, Asian, brown, dual-heritage, indigenous to the global south, who have been racialised as 'ethnic minorities'" and "represent approximately 80% of the world's population".

- **Minority ethnic:** We use this term to refer to people who are not white British nor black.
- **White:** White people, often used to refer to the idea of British people based on their skin colour.

Racism

- **Racism:** The systemic subordination of members of targeted racial groups, who have relatively little social power, by the members of the agent racial group who have relatively more social power. This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.
- **Racism:** The conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. It can be overt or covert.
- **Racism:** The result of a complex interplay of individual attitudes, social values and institutional practices. It is expressed in the actions of individuals and institutions and is promoted in the ideology of popular culture. It changes its form in response to changes in an environment.

Types of racism

- **Active Racism:** Actions which have as their stated or explicit goal the maintenance of the system of racism and the oppression of those in targeted racial groups. People who participate in active racism advocate the continual subjugation of members of the non-white people and protection of 'the rights' of white people. These goals are often supported by a belief in the

inferiority of non-white people and the superiority of white people, culture and values.

- **Passive Racism:** Beliefs, attitudes and actions that contribute to the maintenance of racism, without openly advocating violence or oppression. The conscious and unconscious maintenance of attitudes, beliefs and behaviours that support the system of racism, racial prejudice and racial dominance.
- **Cultural Racism:** Those aspects of society that overtly and covertly attribute value and normality to white people and whiteness, and devalue, stereotype, and label non-white people as "other," different, less than, or render them invisible.

Levels of racism

- **Individual Racism:** Individual belief in the inherent superiority of people who are white.
- **Interpersonal:** When the private beliefs about the superiority of white people or the inferiority of non-white people are shared with others.
- **Institutional Racism:** The network of institutional structures, policies, and practices that create advantages and benefits for white people, and discrimination, oppression, and disadvantage for non-white people.
- **Structural:** A system in which policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequality. It involves the cumulative and compounding effects of several factors including the law, history, culture, ideology, and interactions of

institutions and policies that systematically privilege white people over non-whites.

Privilege, domination, shadism

- **White Privilege:** The concrete benefits of access to resources and social rewards and the power to shape the norms and values of society which white people receive, unconsciously and consciously, by virtue of their skin colour.
- **Collusion:** Thinking and acting in ways which the support the system of racism. Both white people and non-white people can collude with racism through their attitudes, beliefs and actions.
- **Internalised domination:** When white people believe and define their group's socially superior status as normal and deserved.
- **Internalised racism:** A form of self-loathing where the non-white person accepts the negative attitudes, beliefs, stereotypes and ideologies that white people perpetuate about them.
- **Horizontal Prejudice:** Where non-white people believe, act on, or enforce the system of racial discrimination and oppression among themselves. Horizontal prejudice (also known as colourism or shadism) occurs between members of the same racial group.

Allyship, anti-racism, anti-racist

- **White ally:** A white person who actively works to eliminate racism. This person may be motivated by a sense of moral obligation, or a commitment to foster social justice.
- **Anti-racist, anti-racism:** An individual and organisational process of identifying and eliminating racism by changing systems, organisational

structures, policies, practices, and attitudes, so that power is redistributed and shared equitably.

- **White sanction:** Where the skills and capabilities of a non-white individual are, first, acknowledged and, second, endorsed/ promoted by a white individual, who is positioned as a broker and/or mediator acting on behalf of or in the interests of the non-white individual.

Related concepts and abbreviations

Criminal Justice Service (CJS) - in the UK this is a collection of agencies including, but not limited to, the police, the courts, the Ministry of Justice and the Home Office that are involved in the detection and prevention of crime, the prosecution of people accused of committing crimes, the conviction and sentencing of those found guilty, and the imprisonment and rehabilitation of ex-offenders.

Collaboration - a working practice whereby individuals (or organisations) work together for a common purpose to achieve benefit.

Diversity - refers to our different personal characteristics.

Equality, diversity and inclusion (EDI) - terms commonly used to describe concepts and practices that aim to eradicate discrimination and disadvantage arising from personal characteristics.

Equality - assumes each person is given the same opportunities and resources regardless of need.

Equity - allows for different circumstances and needs: resources and opportunities are allocated on the basis of the need to reach an equal outcome.

Equivalence - of value or worth determined by the outcome rather than the means of achieving it.

Gender-based violence - refers to harmful acts directed towards an individual based on their gender.

Inclusion - values and involves everyone by creating enablers and removing barriers to participation.

IPCC - Independent Police Complaints Commission, the police complaints watchdog for England and Wales.

Intersectionality - how personal characteristics interrelate, for example membership of more than one minority group.

LGBT+ - a collective term for those individuals who self-identify as lesbian, gay, binary, transgender, queer/ questioning, asexual, pansexual, non-binary, and other non-binary terms used to describe gender.

Peer-reviewed publications - documents that have been independently assessed for quality and technical rigour, such as academic journal articles and research reports.

Scottish Institute for Policing Research (SIPR) - SIPR is a collaboration between Police Scotland, the Scottish Police Authority, and Scottish universities. It aims to carry out high quality, independent research and to make evidence-based contributions to policing policy and practice

Synthesise - combining information from several sources to create new ideas based on critical evaluation of the resources considered.

United Kingdom (UK) - comprising England, Scotland, Wales and Northern Ireland.

United States (US) - the United States of America.

1. Review Method

1.1 BACKGROUND

Addressing racism and discrimination in policing presents challenges and opportunities to improve structures, policies and practices. We conducted a systematic review of peer-reviewed articles and grey literature considering the conceptualisation and implementation of anti-racism within policing.

This, to inform understandings of the evidence regarding related policies and practices and how these might be prioritised, implemented and evaluated. This systematic review was underpinned by four inter-related objectives:

- Examine the operationalisation of organisational anti-racism;
- Characterise means of assessment of organisational anti-racism;
- Identify the concepts and constructs relevant to assessing the development and embedding of anti-racist policies and practice in policing;
- Discuss the findings in relation to Police Scotland's strategic themes.

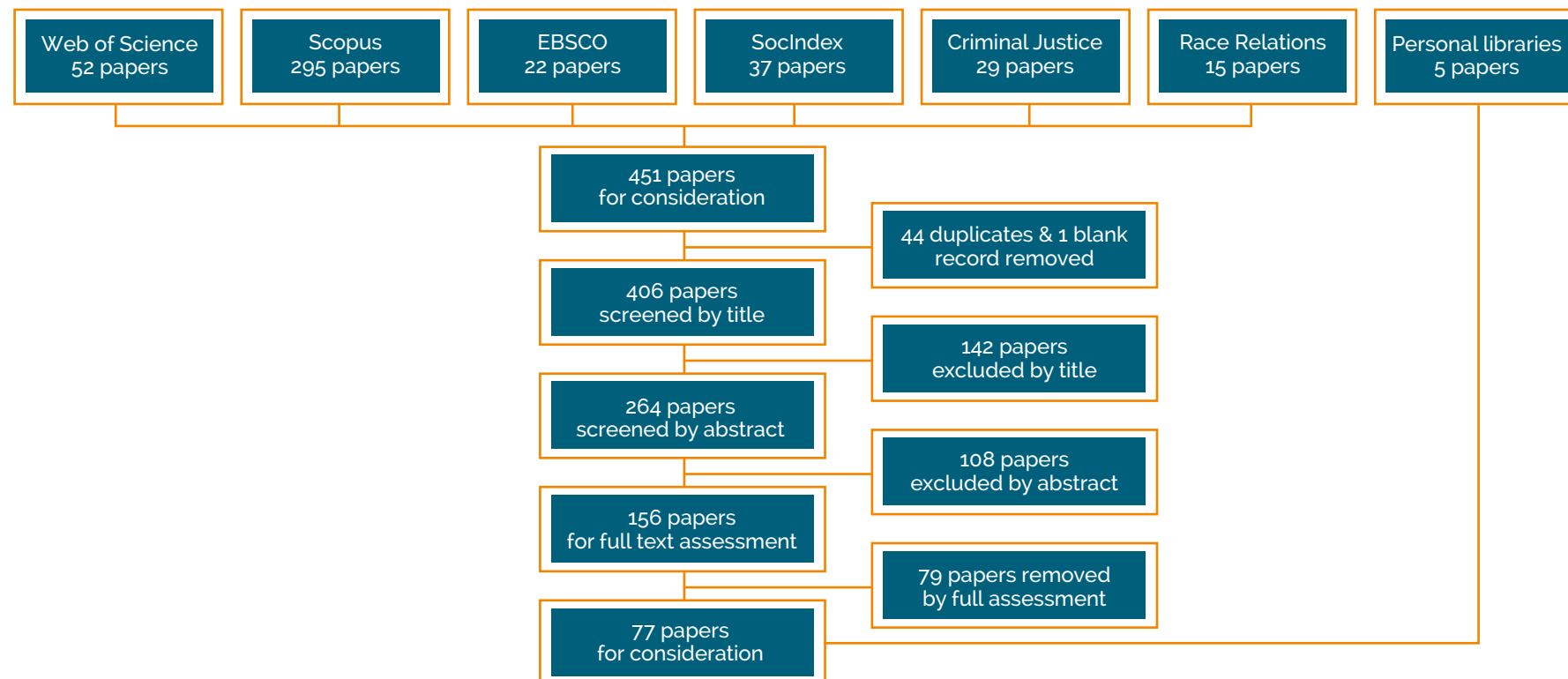
We intended to increase insights and understandings of anti-racism as a concept and practice, and raise awareness of anti-racism practice in the context of policing in Scotland.

1.2 OVERVIEW OF REVIEW METHOD

We developed a search strategy considering the implementation of anti-racism in the context of policing through discussion with library management experts, drawing on our specialist knowledge of relevant keywords and subject headings in the field. Searches were conducted in Web of Science, Scopus, EBSCO, SocIndex, Criminal Justice, and Race Relations databases. All papers meeting the search criteria were included for screening against predetermined inclusion and exclusion criteria (see Box 1). Titles and abstracts and full texts of potentially relevant papers were screened independently by three authors (ZM, KL and ME). We then supplemented the articles

for review with unpublished and peer-reviewed resources from our personal libraries relevant to anti-racism in the public sector in the UK. This process of identification and screening of sources is summarised in Figure 1. Sources identified were reviewed and summarised individually, then thematically analysed through a deductive framework in line with the main objectives of the review. Themes emerging were discussed iteratively amongst the review team to inform deep consideration of the evidence in relation to Police Scotland's strategic themes. The 77 individual sources included for full review are detailed in this technical report.

1.2.1.1 Figure 1: PRISMA Diagram: identification of new studies via databases and registers (in accordance with Moher, Liberati, Tetzlaff et al, 2009)



1.2.1.2 Box 1: Screening Criteria**Inclusion criteria:**

- Primary empirical studies, peer reviewed articles using qualitative, quantitative or mixed methods designs based on outcomes: Studies assessing the implementation, operationalisation, or evaluation of anti-racism policies, practices, or interventions
- Peer-reviewed journal articles, book chapters, published reports.
- Studies published from 1990 onwards (study period of similar employment).
- Studies published in English.
- Studies examining anti-racism policies, practices, or interventions at the organisational or institutional level (e.g., workplaces, government agencies, educational institutions, law enforcement agencies, criminal justice system, civil service and or public sector).
- Studies involving organisational stakeholders, such as employees, managers, leaders, or participants in anti-racism initiatives, i.e. members of the public, community groups or gatekeeper organisations (faith based or activists' groups).

Exclusion criteria:

- Non-empirical studies (e.g., opinion pieces, editorials, commentaries).
- Unpublished literature (e.g., dissertations, conference abstracts, non-quality assured materials).
- Studies focusing solely on individual-level attitudes, beliefs, or experiences related to racism or anti-racism, without an organisational/institutional component.
- Studies involving only public samples or samples outside of organisational contexts.
- Studies that do not explicitly examine anti-racism policies, practices, or interventions at the organisational level.
- Multiple reports from one study (duplicates)

1.2.1.3 Table 1: Summary of sources by type

Publication type	Total	Policing	Non-policing
Book	17	12	5
Book chapter	7	4	3
Case study	3	2	1
Empirical study	35	21	14
Government research report	2	2	0
Review article	12	7	5
Thesis	1	1	0



1.3 SUMMARY OF SOURCES REVIEWED

Reference	Publication type	Category	Sector	Summary / Abstract
Aplin, R., (2022). Investigating honour-based abuse and other crimes in South Asian communities: the benefits, limitations and impacts of 'ethnic matching 'and ethnic 'difference 'of police officers. <i>Policing and society</i> , 32(9), pp.1049-1070.	Empirical study	Policing	Policing and Criminal Justice	This article considers the benefits, limitations and potential impacts of ethnic matching South Asian (SA) police officers to victims or conversely allocating different 'non-SA officers to reported honour-based abuse (HBA) cases and other crimes. To explore these themes, semi-structured interviews in one English police force with 15 police specialist detectives in Public Protection took place. Lack of cultural competence by some non-SA officers was evident, exposing stereotyping and tokenism. Some professional race anxiety features, but to a lesser extent. Cultural ignorance impacts an officer's ability to identify crime patterns; results in misconstruing victim perspectives and means that officers may not recognise cues that victims are at risk. The opposing perspective identifies that there are enormous benefits to ethnic matching SA officers and victims when investigating crimes, notably enhanced insight due to cultural competence, excellent victim rapport and the use of foreign language skills. Conversely, findings indicate that in exceptional circumstances cultural bias by some same ethnicity officers can act as an impediment, influencing officer decision-making and detrimentally affecting victims' best interests. Extant literature reinforces the contention that victims do not want to be ethnic matched to the police or other professionals, for fear that officials may leak information to the wider community. Albeit there are notable benefits to ethnic matching, factors such as training and experience are equally important. Nevertheless, the article affords valuable insights into the strengths and limitations of ethnic matching and ethnic difference, which will aid operational supervisory police officers when resourcing such incidents.
Aston, E., Murray, K. and O'Neill, M. (2021). Achieving cultural change through organizational justice: the case of stop and search in Scotland', <i>Criminology and Criminal Justice</i> , 21(1), pp. 40-56.	Empirical study	Policing	Policing	In recent years, the scale, impact and legality of stop and search in Scotland has been subject to intense critical scrutiny, leading to major legal and policy reform in 2016. Based on these events, including an early unsuccessful attempt by Police Scotland to reform the tactic (the 'Fife Pilot'), this article presents original theoretical and empirical insights into organizational change in policing. Building on the theoretical perspectives of Chan and Bradford and Quinton on organizational culture and justice respectively, the article sets out a dynamic model of organizational justice in policing. While Scotland has seen significant legislative reform apropos stop and search, we conclude that real change in police practice and culture will require effective leadership and a strong commitment to organizational justice. We also suggest how insights from the analysis might be applied to other jurisdictions and policing fields, with a view to securing more citizen-focused, democratic policing.

Reference	Publication type	Category	Sector	Summary / Abstract
Barnum, C., Miller, J., Miller, G. (2015). An Evaluation of an Observational Benchmark Used in Assessing Disproportionality in Police Traffic Stops. <i>Policing: A Journal of Policy and Practice</i> , 9(4) DOI:10.1093/police/pav002	Empirical study	Policing	Policing	Researchers use observational benchmarks to assess racial disproportionality in police traffic stops. To date, there has been a deficiency of empirical research evaluating the effectiveness of observational benchmarks across time-of-day and in comparison to census data. This article is a research note that reports the findings from analyses evaluating relative accuracy of daytime roadside observations in comparison with nighttime observations. Results indicate that daytime observations are more valid than nighttime observations and that daytime benchmarks if formed from small localized geographical areas are similar to residential census population data. The implications of these findings are discussed.
Bowling, B. and Phillips, C. (2007). Disproportionate and discriminatory: reviewing the evidence on police stop and search. <i>Modern Law Review</i> , 70(6), pp. 936-961	Review article	Policing	Policing	Eight years after the Lawrence Inquiry, the question of police powers to stop and search people in public places remains at the forefront of debate about police community relations. Police are empowered to stop and search citizens under a wide range of legislative acts and the power is employed daily across Britain. Far from laying the debate to rest, the Lawrence Inquiry prompted new research studies and fresh theories to explain the official statistics. We argue that the statistics show that the use of the powers against black people is disproportionate and that this is an indication of unlawful racial discrimination. If stop and search powers cannot be effectively regulated – and it seems that they cannot – then their continued use is unjustified and should be curtailed.
Bradford, B., Jackson, J. and Taylor, E., (2024). Policing the Permacrisis. <i>Political Quarterly</i> , 95(1), pp.33-41.	Review article	Policing	Policing	Against the backdrop of what seems like a perpetual cycle of crisis for policing in modern day England and Wales, this introduction synthesises some of the core challenges facing the police. A catalogue of crimes committed by serving officers, missed opportunities for reform, and a scathing review of the internal culture of the Metropolitan Police culminating in a recommendation for a 'complete overhaul', might initially leave some readers with the view that there is little hope for fixing an outdated and buckling police service. Yet this collection of articles, authored by academic experts, senior police—both current and former—and commentators, not only summarises some of the problems facing policing as the new Government beds in. The contributions also brim with a diverse set of ideas for changing policing for the better and rebuilding trust and confidence. We conclude with the idea that a fundamental review and reconceptualization of the police role, of the type that might be provided by a Royal Commission, is needed if we are to meet the challenges that lie ahead.

Reference	Publication type	Category	Sector	Summary / Abstract
Bridges, L. (1999). The Lawrence Inquiry: Incompetence, Corruption, and Institutional Racism. <i>Journal of Law and Society</i> , 26(3), pp.298-322.	Review article	Policing	Law enforcement/ policing Criminal justice system	The inquiry into the murder of black teenager Stephen Lawrence in South London in 1993, which reported earlier this year, documents a catalogue of police incompetence and 'institutional racism'. The report also puts forward a number of far-reaching recommendations, echoing long-standing demands by the black community, for the reform of policing in Britain. Yet, in its approach to 'institutional racism', the report can be seen to have downplayed the need for a critical re-examination of policing policies and priorities at a strategic level. As a result, many of its key recommendations, in such areas as stop and search and the policing of racist crime, may prove ineffective. The government's commitment to 'anti-racism', following the Lawrence report, is also called into question by its subsequent decision to further restrict the rights of defendants and the ability of black people to defend themselves against racist police practices through the criminal justice system.
Cashmore, E. (2002). Behind the Window Dressing: Ethnic Minority Police Perspectives on Cultural Diversity. <i>Journal of Ethnic and Migration Studies</i> , 28(2), pp.327-341.	Empirical Study	Policing	Policing	Bedrock assumptions about the benefits of recruiting more ethnic minority police officers and enhancing cultural diversity training for police are critically evaluated by black and Asian police officers in Britain. Neither policy finds favour among groups which articulate a previously concealed interpretation of such aims: that their value lies in presenting an outward image of action rather than furthering the public good. The research reported in this paper - the first to have gained the cooperation of British police services - involved unstructured interviews with officers from African Caribbean and South Asian backgrounds. The interviews took place in the 18 months following the publication of the Macpherson Report in February 1999 and reflected some of the policy recommendations made by the report, which was based on the inquiry into the death of Stephen Lawrence. Interviewees analyse the two central policy directives advanced by both the Macpherson Report and the Scarman Report, which had been published 18 years before. Both policies concern the enhancement of cultural diversity as a way of combating racism. Cynically regarded in some quarters as 'window dressing', the policies are not seen as helpful, nor even harmless, but as pernicious in that they contrive to give the appearance of progress, while actually achieving little. Interviews were subject to strict confidentiality and conducted in circumstances of the officers' choice in the effort to minimise any inhibitions about expressing views candidly. The officers' perspective is revealed by extensive use of verbatim quotations which drive the narrative of the article. They indicate how far the viewpoints of ethnic minority officers contrast with official policy.

Reference	Publication type	Category	Sector	Summary / Abstract
Caveney, N., Scott, P., Williams, S. and Howe-Walsh, L. (2020). Police reform, austerity and 'cop culture': time to change the record? Policing and society, 30(10), pp.1210-1225. In, Carson, D. (ed.), 2007. <i>Applying Psychology to Criminal Justice</i> . Chichester: Wiley.	Empirical Study	Policing	Criminal justice system Counterterrorism/ security Education sector Civil society/activism	Austerity, a politicised police reform agenda and increasing demand for police services create the collective conditions that require classical views of police culture be seen through a fresh contextual lens. Triangulating participant observation, semi-structured interviews and archival and documentary review within two UK police forces, we identify dramatic organisational and environmental changes across the UK policing landscape as the prime factors reconceptualising traditional views of police cultural theory. We argue for a context-specific, more pluralistic understanding, highlighting the importance within current police culture of public service motivation and the role of public servant, reduced intra-group solidarity and concepts of victim categorisation differing from previous typologies. Some facets of traditional concepts of police culture, such as residual racism, are resilient; other aspects, such as the role of autonomy and the meaning ascribed to getting a 'result', are now better understood in novel ways.
Condor, S., Figgou, L., Abell, J., Gibson, S., & Stevenson, C. (2006). 'They're not racist ...' prejudice denial, mitigation and suppression in dialogue. <i>The British journal of social psychology</i> , 45(Pt 3), 441-462. https://doi.org/10.1348/014466605X66817	Review article	Policing	Policing and Criminal Justice	Social scientific work on the suppression, mitigation or denial of prejudiced attitudes has tended to focus on the strategic self-presentation and self-monitoring undertaken by individual social actors on their own behalf. In this paper, we argue that existing perspectives might usefully be extended to incorporate three additional considerations. First, that social actors may, on some occasions, act to defend not only themselves, but also others from charges of prejudice. Second, that over the course of any social encounter, interactants may take joint responsibility for policing conversation and for correcting and suppressing the articulation of prejudiced talk. Third, that a focus on the dialogic character of conversation affords an appreciation of the ways in which the status of any particular utterance, action or event as 'racist' or 'prejudiced' may constitute a social accomplishment. Finally, we note the logical corollary of these observations – that in everyday life, the occurrence of 'racist discourse' is likely to represent a collaborative accomplishment, the responsibility for which is shared jointly between the person of the speaker and those other co-present individuals who occasion, reinforce or simply fail to suppress it.

Reference	Publication type	Category	Sector	Summary / Abstract
Cunningham, E. (2021). <i>Women in policing: Feminist perspectives on theory and practice</i> . Routledge.	Book	Policing	Law enforcement/ policing Criminal justice system Community support services multi-agency partnerships	Women in Policing provides an insight into women's role within policing, their emergence, and development, offering a theoretical underpinning to explore this role as well as incorporating two empirical studies, one which reassesses the lived experiences of female officers, and one based on FOI requests to examine police officer disciplinary offences in three police force areas. The book begins by exploring some of the history of ideas in relation to ideas about women and their supposed nature. Cunningham shows how a variety of feminist ideas and critique are of vital importance in illuminating and critiquing the place of women within this field and provides a feminist lens with which to explore these themes critically. The book also examines the re-emergence of these ideas about women in current women and policing literature. Together, exploration of these sources using a feminist conceptual framework facilitates a new, rich analysis that is both reflective and reflexive, culminating in a novel snapshot of the place of women in policing in England. She argues that accepting both institutional racism and institutional misogyny are vital in approaching transformational change in policing practice. The book concludes with a discussion around how these findings can help with police confidence and legitimacy in the future. A fundamental examination of the ideas underpinning how women's integration and continuation in policing has happened, where it is currently, and where it may go. Women in Policing will be of great interest to police practitioners and students as well as Criminology, Sociology, and Law and Policing scholars.
Donnelly, D., Scott, K. and Newburn, T. (2008). Policing in Scotland. <i>Handbook of policing</i> , pp.182-203.	Book chapter	Policing	Public Policy and Governance Community Safety and Engagement Human Rights and Social Justice Law Enforcement and Criminal Justice	Chapter provides a comprehensive analysis of Scotland's policing structures, focusing on the centralisation of law enforcement into Police Scotland. The authors critically evaluate the implications of centralisation on governance, accountability, and service delivery, highlighting the tension between national oversight and localised community needs. They underscore the historical importance of community policing, examining its evolution and the role it plays in building trust with diverse populations. Overall, the chapter offers a valuable contribution to the study of policing by contextualising Scotland's unique governance framework within broader discussions on justice and equity. It effectively highlights the need for balanced approaches that integrate national oversight with localised, culturally sensitive practices to ensure equitable and inclusive policing. Future research could expand on this work by exploring the long-term impacts of these reforms on marginalised communities.

Reference	Publication type	Category	Sector	Summary / Abstract
Fanning, B. and Michael, L. (2018). Racism and Anti-Racism in the Two Irelands. <i>Ethnic and Racial Studies</i> , 41(15), pp.2656-2672.	Book chapter	Non-Policing	Law enforcement/ policing Criminal justice system Sexual violence/ domestic abuse services Specialist migrant/ BME support organisations	This article addresses institutional understandings of and responses to racism in the Republic of Ireland and Northern Ireland, examining the different trajectories and their implications. This comparative analysis assesses state and institutional failure to meet basic obligations under international rights treaties, such as ethnic monitoring in state institutions, equal provision of state services and ensuring adequate responses to racism such as in policing. We draw on this to illustrate how civil society actors have sought and been able to influence institutional actors in the context of these trajectories. Northern Ireland is belatedly influenced by UK law and policy norms, while the Republic was quicker to legislate against discrimination on the basis of race and ethnicity yet dismantled much of its institutional infrastructure for responding to racism.
Fernandez, C. S., Taylor, M. M., Dave, G., Brandert, K., Larkin, S., Mollenkopf, K., & Corbie, G. (2024). Improving the equity landscape at U.S. academic institutions: 10 strategies to lead change. <i>Equity in Education & Society</i> , 3(1), 18-32.	Review article	Non-Policing	Higher Education	In the United States, disparities with respect to race, ethnicity, and gender are common across academic institutions, particularly those that are large and have health research-oriented missions. Disparity-affected issues include leadership roles, funding, tenure, and salary. This paper presents a review of the current literature describing those disparities, with a focus on health professions serving major universities in the United States, and proposes approaches to create greater diversity, equity, inclusion and belonging (DEIB) within them. While many organizations nationally are working to address DEIB disparities, academic institutions can benefit from implementing structured approaches and training to nurture their cultures, foster DEIB, and promote psychological safety. We present a literature-based 10-component approach institutions can adopt with relative ease and thus positively support advancing their DEIB engagement. These 10 strategies include the following: Clearly stating DEI values; Conducting gap analyses to identify issues; Using incentives to propel change; Removing bias from recruiting processes; Implementing blind applications processes; Diversifying selection committees; Creating inter-institutional partnerships that truly represent shared power; Developing people and the pipeline; Formalizing mentorship and sponsorship programs; and instituting anti-bias training. Easily implementable strategies can both foster change and build the will and confidence to pursue larger DEIB goals in the future.

Reference	Publication type	Category	Sector	Summary / Abstract
Gillborn, D., Rollock, N., Vincent, C., and Ball, S.J. (2023). Intensely White: Psychology Curricula and the Reproduction of Racism. <i>Race, Ethnicity and Education</i> , 26(3), pp.235–251.	Empirical Study	Non-Policing	Higher Education	Psychology has witnessed an upsurge in discussions around institutional racism as a response to global anti-racist activism following the murder of George Floyd in May 2020 by a police officer in Minneapolis, USA. Within academic institutions, students have been challenging institutional racism for years, highlighting how the whiteness of curricula serves to uphold systems of racial injustice. Such calls are often met with denial and sometimes active backlash. Nevertheless, further reflection is crucial if universities and accrediting bodies endorsing educational and professional courses seek meaningful systemic change. Informed by Critical Race Theory, this study uses original empirical data to uncover how students of colour experience psychology curricula by conducting six face-to-face focus groups with 22 undergraduate and postgraduate students of colour on psychology courses at a UK university. Results from reflexive thematic analysis reveal, first, how the psychology curricula are marked by knowledges that (re)produce racism; second, how students are calling for change; and finally, confusion over where responsibility for change lies. We argue that this analysis has important implications for the perpetuation of institutional racism within psychology, academia in general, and subsequent professional psychological practice.
Gold, J. (2022). Improving community relations in the police through procedural justice – an action learning initiative. <i>Action Learning: Research and Practice</i> , 19(3), pp.230–247.	Empirical Study	Non-Policing	Higher Education	Police forces in England and Wales have faced ongoing difficulties of engagement with minority communities leading to a loss of confidence and trust in policing. The paper reports on the results of a project to improve relations with communities with Humberside Police, UK by implementing key ideas relating to procedural justice that consider how fairness in interactions between the police and others can promote the perception of police legitimacy. An Action Learning Research project was set up during the Covid Pandemic to apply procedural justice. Two groups of front-line officers worked with a researcher/facilitator over five meetings with the support of senior officers. Data provided from the meetings and written logs were analysed to show how procedural justice works towards relationship development and more positive opinion of the police in interactions. It is suggested that police forces can tackle difficult issues such as engagement with communities by more use of action learning research in collaboration with researchers.

Reference	Publication type	Category	Sector	Summary / Abstract
Grieve, J. (2007). Behavioural Sciences and the Law: Investigation. In D. Carson, B. Milne, F. Pakes, K. Shalev-Greene, & A. Shawyer (Eds.), <i>Applying Psychology to Criminal Justice</i> , pp. 39-64, Wiley	Book chapter	Non-Policing	Policing and criminal justice system	Psychology and behavioural sciences have made a contribution to police investigations for over 25 years. The chronology produced here is based on public inquiries into miscarriages of justice and has led to consideration of four areas of influence: (1) interrogation and investigative interviewing, (2) identification testimony, (3) profiling and behavioural advice and (4) bias and prejudice. These areas illustrate the importance of the breadth and depth in necessary skills and specialists required by police investigative teams.
Harris, D.A. (2006). U.S. experiences with racial and ethnic profiling: History, current issues, and the future. <i>Critical Criminology</i> , 14(3), pp.213-239.	Book	Policing	Policing and criminal justice system	This article critiques dominant approaches to studying race in criminology, arguing against both regression analyses that treat race as an isolated variable and overly theoretical approaches that reify race as a systemic 'Other'. Instead, it proposes examining race as a social process constructed through everyday interactions and organisational cultures. Using data from studies of minority police officers, the author demonstrates how mundane features of police occupational culture contribute to racialisation. The article advocates for research that investigates how crimes and offenders become associated with racial categories, how organisational practices indirectly perpetuate racial discrimination, and how both majority and minority groups participate in processes of racialisation. This approach aims to better understand and address racial dynamics in criminal justice systems.

Reference	Publication type	Category	Sector	Summary / Abstract
Harris, S. (2023). (Re) connecting anti-racisms: Islamophobia and the politics of police/prison abolition in contemporary Britain. <i>The Sociological Review</i> , 72(5), pp.935–953.	Empirical study	Policing	Criminal justice sector in the UK, particularly law enforcement and community relations.	In recent years, questions of policing, prisons and the wider criminal justice system have increasingly taken centre stage in discussions and practices of anti-racism in Britain. More specifically, the Black Lives Matter movement, the Covid-19 pandemic and the introduction of the Conservative government's Police, Crime, Sentencing and Courts (PCSC) Act have all contributed to the emergence of a nascent movement for police and prison abolition. At the same time, ongoing resistance to state-sanctioned Islamophobia – the majority of which has been driven by Muslim-led organisations and communities – has focused on the securitisation of Muslims in Britain and beyond. Yet these two key strands of anti-racist work have tended to remain politically and analytically distinct. This article seeks to develop a dialogue between the theory and practice of police/prison abolition and the issue of Islamophobia in Britain, exploring the possibilities for solidarity-building in the current moment. I consider how (1) sociological theories of race, racism and racialisation, and (2) an engagement with British histories of radical anti-racism (specifically British Black Power) offers resources for revealing key connections between the policing and imprisonment of differently racialised populations and associated forms of resistance. I then explore how a more 'joined up' analysis might facilitate coalition-building on the ground in the current moment, before expanding the discussion beyond Britain to consider the Palestinian struggle as a model for developing international, abolitionist solidarity attuned to the relationality of race and racisms.
Harrison, K. and Gill, A.K (2019). Policing the culture of silence: Strategies to increase the reporting of sexual abuse in British South Asian communities. <i>Policing and Society</i> , 29(3), pp.302–317.	Empirical study	Policing	Policing & criminal justice system	The policing of black and minority ethnic communities have a chequered history, with institutional racism, over policing and under protection being rife. While there have been several studies completed on policing and race, very little has looked at the intersectionality of race, gender and policing. Taking into account relevant literature which suggests that aspects of community policing may still suffer from institutional racism and based on original empirical research, this article attempts to contribute to a small literature base by concentrating on the low level of sexual abuse reporting from South Asian women and in particular on how four British police force areas currently respond to sexual abuse incidents where the victim is a member of the British South Asian community. In addition to evaluating these police responses we explore what more can be done by the police and other organisations to help increase the sexual abuse reporting rates from this and other ethnic groupings.

Reference	Publication type	Category	Sector	Summary / Abstract
Heimer, R.V.L., Hardiman, M. and Dalton, C.T. (2024). Intersectional injustices: Police responses to migrant, Black, and minoritised victim-survivors. <i>Policing and Society</i> , 34(8), pp.763–780.	Empirical study	Policing	Policing & criminal justice system	Research has explored how gender discrimination and sexist stereotypes in the form of rape myths permeate police investigations in England. Yet, scant attention has been given to the impact of intersectional structural disadvantages on shaping police responses to rape. Recent quantitative studies reveal a criminal justice gap for Black and minoritised victim-survivors of sexual and gender-based violence, pointing to a troubling policing reality that demands further scrutiny. This paper turns to that by drawing on data from 25 cases from four forces collected between 2021 and 2022 as part of Operation Soteria Bluestone (OSB) through a novel method in which police investigators critically peer review their colleagues case files to assess strengths and weaknesses. Our study provides a unique methodological and empirical contribution to the field, as qualitative research on Black and minoritised women's experiences of policing as victim-survivors of sexual and domestic violence has primarily relied on interviews with police officers, victim-survivors and practitioners. The framework of institutional racism and intersectionality sheds light on how the police may inadequately respond to rape cases and the intersecting needs of migrant, Black and minoritised women. As Black feminists contend, the intersection of multiple categories of oppression both generates and invisibilises specific forms of violence and institutional responses to them. Our findings indicate that migrant, Black and minoritised victim-survivors are being failed on multiple fronts, including police neglect and inaction in rape investigations, ineffective addressing of language needs of migrant victim-survivors involved and a lack of referral to by-and-for specialist support services.
Herbert, J. (2008). <i>Negotiating Boundaries in the City: Migration, Ethnicity, and Gender in Britain</i> . London: Routledge.	Book	Policing	Police, Employment / Labour Market	Using in-depth life-story interviews and oral history archives, this book explores the impact of South Asian migration from the 1950s onwards on both the local white, British-born population and the migrants themselves. Taking Leicester as a main case study - identified as a European model of multicultural success - <i>Negotiating Boundaries in the City</i> offers a historically grounded analysis of the human experiences of migration. Joanna Herbert shows how migration created challenges for both existing residents and newcomers - for both male and female migrants - and explores how they perceived and negotiated boundaries within the local contexts of their everyday lives. She explores the personal and collective narratives of individuals who might not otherwise appear in the historical records, highlighting the importance of subjective, everyday experiences. The stories provide valuable insights into the nature of white ethnicity, inter-ethnic relations and the gendered nature of experiences, and offer rich data lacking in existing theoretical accounts. This book provides a radically different story about multicultural Britain and reveals the nuances of modern urban experiences which are lost in prevailing discourses of multiculturalism.

Reference	Publication type	Category	Sector	Summary / Abstract
Hill, M. E., & Augoustinos, M. (2001). Stereotype change and prejudice reduction: short and long term evaluation of a cross-cultural awareness programme. <i>Journal of Community & Applied Social Psychology</i> , 11(4), 243-262.	Empirical study	Policing	Police - community based	The present study reports an evaluation of an applied prejudice reduction intervention. Previous research has indicated that such programmes achieve limited success. The programme evaluated was an in-house anti-racist education programme aimed at reducing prejudice towards Aboriginal Australians. The target audience were employees of a large public service organization. Knowledge of, prejudice towards, and stereotyping of Aboriginal Australians were assessed before commencing the programme to establish a baseline. Changes in these variables were assessed immediately after completing the programme, and again 3 months after completing the programme. The programme had pronounced effects immediately after completion: there was a significant increase in knowledge and significant decrease in prejudice and negative stereotyping. However, 3 months later, there was no significant difference to baseline levels of prejudice and stereotyping. Knowledge remained significantly higher than at baseline 3 months after completing the programme. High prejudice participants alone experienced a significant, long-term decrease in old-fashioned racism. It is concluded that further research must be done to develop more successful strategies of prejudice reduction and stereotype change that are also applicable to 'real world' contexts.
Hills, J., Sefton, T. and Stewart, K. (2009). <i>Towards a More Equal Society? Poverty, Inequality and Policy Since 1997</i> . Bristol: Policy Press.	Book	Policing	Law enforcement and criminal justice. Government and public policy. Security and surveillance. Public trust and accountability in policing.	When New Labour came to power in 1997, its leaders asked for it to be judged after ten years on its success in making Britain 'a more equal society'. As it approaches the end of an unprecedented third term in office, this book asks whether Britain has indeed moved in that direction. The highly successful earlier volume. <i>A more equal society?</i> was described by Polly Toynbee as the LSEs mighty judgement on inequality. Now this second volume by the same team of authors provides an independent assessment of the success or otherwise of New Labour's policies over a longer period. It provides: consideration by a range of expert authors of a broad set of indicators and policy areas affecting poverty, inequality and social exclusion; • analysis of developments up to the third term on areas including income inequality, education, employment, health inequalities, neighbourhoods, minority ethnic groups, children and older people; an assessment of outcomes a decade on, asking whether policies stood up to the challenges, and whether successful strategies have been sustained or have run out of steam; chapters on migration, social attitudes, the devolved administrations, the new Equality and Human Rights Commission, and future pressures. The book is essential reading for academic and student audiences with an interest in contemporary social policy, as well as for all those seeking an objective account of Labour's achievements in power.

Reference	Publication type	Category	Sector	Summary / Abstract
Hockey, D. (2020). The ombudsman complaint system: A lack of transparency and impartiality. <i>Public Organization Review</i> , 21(1), pp.46–62.	Review article	Policing	Global law enforcement sector, with a focus on comparative studies of policing systems worldwide.	Recent investigative media reports into suicides, racism and sexual offences are occurring within the University estate amidst complaints that the Universities are not doing enough or even accepting the complaints raised by victims. The purpose of this article is to explore the role of the Independent Adjudicator for Higher Education in overseeing this state-of-affairs and the pattern of issues that are like those of the now discredited Independent Police Complaints Commission.
Holdaway, S. (1997). Some recent approaches to the study of race in criminological research. <i>British Journal of Criminology</i> , 37(3), pp.383–404.	Review article	Policing	Law enforcement and criminal justice. Public policy and governance. Human rights and ethics. Public sector professional standards.	Three studies consider a basis for intergroup helping. Specifically, they show that group members may help others to disconfirm a stereotype of their own group as mean. Study 1 shows that Scots believe they are seen as mean by the English, resent this stereotype, are motivated to refute it, and believe out-group helping is a particularly effective way of doing so. Study 2 shows that increasing the salience of the English stereotype of the Scottish as mean leads Scots to accentuate the extent to which Scots are depicted as generous. Study 3 shows that increasing the salience of the stereotype of the Scots as mean results in an increase in the help volunteered to out-group members. These results highlight how strategic concerns may result in out-group helping. In turn, they underscore the point that helping others may be a means to advance a group's interest.
Holdaway, S. and O'Neill, M. (2006). Institutional racism after Macpherson: An analysis of police views. <i>Policing and Society</i> , 16(4), pp.349–369.	Empirical study	Policing	Policing and criminal justice. Public policy. Social justice. Community safety	Lord Macpherson's definition of institutional racism was central to his report about the police investigation into the murder of Stephen Lawrence. It was also integral to his recommendations for the reform of the police in England and Wales. Lord Macpherson argued for changes to race relations within constabularies. His notion of institutional racism is scrutinized in this article, based on evidence from a two-year project about Black Police Associations in the United Kingdom. Different meanings of institutional racism and their consequences are discussed, the locus of racism is charted, and the importance of an institutional memory of racism within constabularies is emphasised.

Reference	Publication type	Category	Sector	Summary / Abstract
Hopkins, N., Reicher, S. and Levine, M. (2011). On the Parallels Between Social Cognition and the 'New Racism'. <i>British Journal of Social Psychology</i> , 36(3), pp.305–329.	Journal article	Policing	Policing and law enforcement. Public policy and governance. Criminal justice reform. Community safety and localism.	This paper questions the degree to which the social cognition perspective allows us to explore and critique contemporary racism. In the first section we consider the way in which the social cognition perspective talks of 'racial' categorization and the processes of racism and note how these reproduce the key themes to be found in 'new racism'. In the second, we interrogate the adequacy of this approach through exploring how a police officer engages with the charge of police racism. On the one hand, this analysis illustrates the importance of exploring the ways in which racialized social categories are constructed strategically to advance particular understandings of the genesis of social conflict. On the other, it provides a concrete example of how many of the arguments advanced by the social cognition perspective may be used for reactionary purposes (in this case a defence against the charge of racism). We argue that there is a need to resist taking categories for granted and so develop a social psychological analysis of the processes of racialization.
Hussain, A. and Ishaq, M. (2008). Managing Race Equality in Scottish Local Councils in the Aftermath of the Race Relations (Amendment) Act 2000. <i>International Journal of Public Sector Management</i> .	Empirical study	Non-Policing	Law enforcement and criminal justice. Public policy and governance. Human rights and social justice. Anti-racism and antisemitism advocacy.	<p>Purpose - More than six years have elapsed since the much-heralded Race Relations (Amendment) Act 2000 (hereafter also referred to as the "Act") came into force. The Act had been prompted by concern at the lack of progress made in the sphere of racial equality despite the existence of the 1976 Race Relations Act. There were accusations that the 1976 Act was outdated and lacked the political teeth to be effective. The new Act imposed for the first time specific requirements on public sector institutions to be more proactive in promoting race equality. The duties would apply to public bodies that were previously exempt such as the Police and the National Health Service. This paper aims to focus on Scottish local councils and to examine the progress made by these public sector organisations in the field of race equality since the new Act came into force.</p> <p>Design/ methodology/approach - The researchers carried out a postal survey of Scotland's 32 local authorities in order to assess the progress made in the area of race equality. Questions focused on examining the scale of progress in relation to both employment and service delivery.</p> <p>Findings - The results revealed a mixed picture. On the positive side, most councils had initiated race awareness training programmes. The majority had also incorporated aspects of race equality into their equal opportunities policies, and most had instituted measures to engage with ethnic minority communities. However, there are still areas where performance is unsatisfactory, including inadequacies in the ethnic monitoring of staff, failure to reflect the size of the ethnic minority community in the workforce, and the absence of a clear and distinctive policy on racial harassment in the workplace.</p> <p>Originality/ value - This research will be of great value to anyone who is interested in assessing whether the legislative duties imposed by the Act have been satisfied by Scotland's local authorities. It is the first study of its kind in Scotland and is likely to appeal to both practitioners in the public sector and to academics.</p>

Reference	Publication type	Category	Sector	Summary / Abstract
Iganski, P. (1999). Legislating against hate: outlawing racism and antisemitism in Britain. <i>Critical Social Policy</i> , 19(1), 129-141	Empirical study	Policing	Law enforcement and policing Criminal justice system Public security sector Community safety services	In 1971 British Home Secretary Reginald Maudling suggested that the situation in Northern Ireland amounted to an acceptable level of violence'. During The Troubles this became the de facto security policy of successive British governments prepared to countenance a manageable level of paramilitary activity. This reality supposedly changed irrevocably with the peace process and the 1997 Good Friday Agreement. Over the last fifteen years, however, Northern Ireland has been dubbed 'the race hate capital of Europe' with the 'targeting of ethnic minorities' by loyalist paramilitaries characterised as 'ethnic cleansing' by the police. The demography of Northern Ireland is changing, with eastern EU and non-white migrant workers arriving, which accentuates the reversing Protestant/Catholic differential and further undermines the 'Protestant majoritarianism' on which the state was founded. Alongside 'flags protests', racist violence has become one of the principal manifestations of unionist unease. The riposte by the state to racism has been to reach for empty models of 'hate crime' and 'good relations' alongside a criminal justice policy that appears to find acceptable a certain level of racist violence. Broadly, therefore, the author characterises the experience of people of colour and migrant workers in Northern Ireland as 'living the peace process in reverse'. He concludes that this reality has profound implications – both for the future of Northern Ireland and for the ways in which we understand the relationship between the state and new forms of British nationalism across the UK.
Iganski, P. (2008). <i>Hate Crime and the City</i> . Bristol: Policy Press.	Book	Policing	Policing and criminal justice sectors in the UK, with implications for police policy and culture reform.	The impression often conveyed by the media about hate crime offenders is that they are hate-fuelled individuals who, in acting out their extremely bigoted views, target their victims in premeditated violent attacks. Scholarly research on the perpetrators of hate crime has begun to provide a more nuanced picture. But the preoccupation of researchers with convicted offenders neglects the vast majority of hate crime offenders that do not come into contact with the criminal justice system. This book, from a leading author in the field, widens understanding of hate crime by demonstrating that many offenders are ordinary people who offend in the context of their everyday lives. Written in a lively and accessible style, the book takes a victim-centred approach to explore and analyse hate crime as a social problem, providing an empirically informed and scholarly perspective. Aimed at academics and students of criminology, sociology and socio-legal studies, the book draws out the connections between the individual agency of offenders and the background structural context for their actions. It adds a new dimension to the debate about criminalising hate in light of concerns about the rise of punitive and expressive justice, scrutinizing the balance struck by hate crime laws between the rights of offenders and the rights of victims.

Reference	Publication type	Category	Sector	Summary / Abstract
Iganski, P. (2009). An Agnostic View of 'Faith Hate' Crime. <i>Safer Communities</i> , 8(4), pp.51–52.	Empirical study	Policing	Law enforcement and criminal justice. Community safety and engagement. Public policy and governance. Social justice and cultural inclusion	So-called 'faith hate', or religiously aggravated crime stands out starkly as being the uncharted territory in hate crime scholarship and policy research. When the evidence about the problem in the United Kingdom is unfolded, it suggests that there may be valuable policy learning to be gained. There are some fundamental questions that need to be addressed, however. Are victims really targeted because of their faith or because of something else? Are such crimes different to other acts of hate crime, such as racist crime? And who are the perpetrators of 'faith hate' crime? Are they any different from those who commit race hate crime? These questions have important implications for policy and practice learning.
Jarman, N. (2003). Victims and Perpetrators: Racism and Young People in Northern Ireland. <i>Child Care in Practice</i> , 9(2), pp.129–139.	Empirical study	Non-Policing	Law enforcement and criminal justice. Public policy and governance. Community safety and social justice. Workforce reform and organisational studies.	This paper looks at the relationship between racist harassment and children and young people in Northern Ireland. It reviews the evidence from police records of cases where children and young people have been subjected to and victimised by such harassment, abuse and violence, and uses the same data to reveal the role of young people as perpetrators of racist harassment--both to young people and also towards adults from the minority ethnic communities. The material is drawn from a larger study on racist, homophobic and sectarian harassment, funded by the Office of Minister and Deputy First Minister, but this paper focuses on 152 of the 881 cases reported to the police between 1996 and 2001 in which children and young people were the victims of some form of violence or abuse. Worryingly, the research reveals that young people report a higher proportion of cases involving physical abuse than adults. The paper also looks at the prominent role that young people play in the racist harassment of members of minority ethnic communities. The police data suggest that young people are involved in more than 50% of cases reported to them. Having provided a basic analysis of the issues, the paper also reviews the main policy responses in relation to racism and children and young people, primarily through the education system, and concludes by offering some suggestions as to what is needed to develop an effective strategy to respond to this emergent problem for the immediate future.

Reference	Publication type	Category	Sector	Summary / Abstract
Jhutti-Johal, J. and Singh, H. (2020). <i>Racialization, Islamophobia, and Mistaken Identity: The Sikh Experience</i> . London: Routledge.	Book	Non-Policing	Public Policy and Governance Community Safety and Engagement Human Rights and Social Justice Law Enforcement and Criminal Justice	Exploring the issue of Islamophobic attacks against Sikhs since 9/11, this book explains the historical, religious and legal foundations and frameworks for understanding race hate crime against the Sikh community in the UK. Focusing on the backlash that Sikhs in the UK have faced since 9/11, the authors provide a theological and historical backdrop to Sikh identity in the global context, critically analysing the occurrences of Islamophobia since 9/11, 7/7 and most recently post-Brexit, and how British Sikhs and the British government have responded and reacted to these incidents. The experiences of American Sikhs are also explored and the impact of anti-Sikh sentiment upon both these communities is considered. Drawing on media reporting, government policies, the emerging body of inter-disciplinary scholarship, and empirical research, this book contributes to the currently limited body of literature on anti-Sikh hate crime and produces ideas for policy makers on how to rectify the situation. Providing a better understanding of perceptions of anti-Sikh sentiment and its impact, this book will of interest to scholars and upper-level students working on identity and hate crime, and more generally in the fields of Religion and Politics, Cultural Studies, Media Studies, and International Studies.
Joyce, P. (2016). <i>The Policing of Protest, Disorder, and International Terrorism in the UK since 1945</i> . New York: Palgrave Macmillan.	Book	Policing	Policing and counterterrorism	This book examines the policing of protest, disorder and terrorism in the UK, analysing the development of police powers and tactics. While specific anti-racist interventions are not clear from the limited content, it likely addresses racial dimensions of protest policing and counterterrorism. The text appears to consider tensions between security and civil liberties, potentially offering insights into creating more equitable approaches to public order policing and counterterrorism that avoid disproportionate impacts on minorities.
Joyce, P. and Laverick, W. (2021). <i>Policing: Development and contemporary practice</i> . London: Sage Publications.	Book	Policing	Law enforcement/ policing Criminal justice system Victim support services Migration/diaspora services	This lively and comprehensive text combines an overview of the historical development of policing in the UK, with discussion of current debates and practice. It provides a global and comparative context, in order to shed light on contemporary issues. The book equips students with an in-depth understanding of the challenges and complexities of modern policing, including: " the relationship between the police and other criminal justice agencies " styles and approaches in practice " how to police political violence " diversity and the police " police accountability Featuring chapter summaries, case studies, study questions, an expansive glossary and a date chart listing significant events, the book is easy to use and helps students to reflect upon key themes. It is essential reading for criminology, criminal justice and policing undergraduates.

Reference	Publication type	Category	Sector	Summary / Abstract
Khan, A. (2021). In Defence of an Unalienated Politic: A Critical Appraisal of the "No Outsiders" Protests. <i>Feminist Review</i> , 128, pp.132–147.	Review article	Non-Policing	Public Service/ Government Administration Training & Development Education Human Resources/ Personnel Development	The trope of the repressive Muslim, obstinately attached to their regressive world views, recalcitrant antagonist of modernity, has become a thoroughly familiar drama. Redundant spectacles abound events often highly mediated, substantiated by conservatism and liberalism alike, deployed as justification for policing, surveillance and invasion. The 2019 protests against the 'No Outsiders' LGBT lessons held in Birmingham; England are one such spectacle. Foregoing the dominant portrayal of the protests as an event of Muslim homophobia, I instead examine the social processes that render the event exceptional in the British imaginary and the statecraft it subsequently enables. First, the protests' production as a spectacular event is analysed through the historical conditions of Europe's self-constitution through Islam-as-Threat. It is through liberalism's amnesiac frame, one that erases its imperial and racist culpability, that the sexual exceptionalism that undergirds the spectacle of the protests can be understood. Second, reading the protests 'sideways', I argue, reveals how the displacement of homophobia onto Muslims continues liberalism's tradition of situating its Others as oppositional to its purported gendered and sexual freedoms. In this context, sex education as deradicalisation of Muslim pupils becomes normalised, even as British liberalism disavows racism. Thirdly, the inclusion of queer Muslims as the authentic voice emerging from the cross-sections of queer and Muslim identity is critiqued as a 'non-performativity'. Rather than offering a relational understanding of queer, Muslim and queer Muslim vulnerabilities, this inclusion elides an intersectional analysis of British homonationalism. I conclude by arguing for 'an unalienated politics' that is vigilant to co-optation, refusing to treat queerness as an exceptional site of injury. As such, how can we imagine the 'queer' in queer Muslim as a political position that refuses to capitulate to the hierarchisation of the human?
Kirk, D.S. and Rovira, M. (2022). Do Black Lives Matter to Employers? <i>PLoS ONE</i> , 17(5), p.e0267889.	Empirical study	Policing	Education, healthcare, employment and Housing	This study uses an experimental audit design, implemented both before and during the heightened unrest following the murder of George Floyd, to gauge the impact of Black Lives Matter and associated protests against police brutality and anti-Black racism on racially disparate hiring practices. We contrast treatment of fictitious Black and White job applicants in the labour market for service-related job openings, specifically applicants with prior experience as a police officer, firefighter, or code enforcement officer. Results reveal that the White advantage in employer call-backs and requests for an interview receded during the protests and unrest following the killing of George Floyd, even to the point of producing a Black advantage.

Reference	Publication type	Category	Sector	Summary / Abstract
Koch, I., Williams, P. and Wroe, L. (2023). County Lines: Racism, Safeguarding, and Statecraft in Britain. <i>Race & Class</i> , 65(3), 3-26. https://doi.org/10.1177/03063968231201325	Empirical study	Non-Policing	Public Policy	Government policies relating to dealers in 'county lines' drugs trafficking cases have been welcomed as a departure from punitive approaches to drugs and 'gang' policing, in that those on the bottom rung of the drugs economy of heroin and crack cocaine are no longer treated as criminals but as potential victims and 'modern slaves' in need of protection. However, our research suggests not so much a radical break with previous modes of policing as that the term 'county lines' emerged as a logical extension of the government's racist and classist language surrounding 'gangs', knife crime and youth violence. Policies implemented in the name of safeguarding the vulnerable also act as a gateway for criminalisation not just under drugs laws but also modern slavery legislation. The government's discovery of, and responses to, 'county lines' hinge on a moral crisis in the making, which ultimately deepens the state's pre-emptive and violent criminalisation of the 'Black criminal other' at a time of deep political crisis.
Lane, P. and Smith, K. (2021). Mid-term Review: UK Roma National Integration Strategy. <i>Journal of Contemporary European Studies</i> , 29 (1), pp. 73-83	Review article	Non-Policing	Criminal justice system	Rather than developing a specific strategy to promote Roma integration, the UK government decided to use mainstream legislation. However, the complex mechanisms of UK policymaking, means that responsibility for integration is defused. Because of the devolved governmental systems and the localisation agenda, Gypsy, Traveller and Roma (GTR) populations often find that they are subject to different forms of inclusion and exclusion depending on their specific geopolitical location. In this paper, the authors suggest that in addition to experiencing the impact of devolution, mainstreaming approaches to Roma integration are failing because GTR communities find themselves located at the intersection of three different policy ideologies in the UK: ethnic inclusive policies (that seek to promote Roma inclusion), post racial policies (that obscure-specific forms of structural inequalities) and hyper-ethnic policies, (targeted in a discriminatory manner towards certain communities). With the British about to exit from the European Union, concerns are also being raised about the future of Roma communities and the commitment to their inclusion.

Reference	Publication type	Category	Sector	Summary / Abstract
Linton, K. (2014). <i>Perspectives on workforce diversity: a context-based approach to understanding diversity and equality in the police service</i> . [Doctoral Thesis, Royal Holloway, University of London].	Thesis	Policing	Policing	This thesis investigates how employee perspectives on diversity, anchored in a specific work context, shape the organisation's approach to managing diversity. The literature advocates the advantages of diversity but fails to clearly identify the boundaries between the phenomena (diversity perspectives) and context (organisational processes). This research seeks to explore how diversity is understood and put into practice in the complex and dynamic work setting of the Metropolitan Police Service (MPS). The analysis employs theoretical frameworks on diversity perspectives (Ely and Thomas 2001; Dass and Parker 1999) and diversity discourse (Janssens and Zanoni 2005; Litvin 1997; Zanoni and Janssens, 2007) in order to understand employee attitudes towards diversity management in the Metropolitan Police Service (MPS). Exploratory semi-structured interviews are used to gain insight into the subjective experiences of police officers. The sample of 85 police officers and staff included a mix of genders, ethnicities, sexual orientation, and a range in age and tenure. This multiplicity of interview participants facilitates a multidimensional analysis of the experiences of different identity groups. The discourse of diversity involves the micro-level perspectives of employees, which ultimately impact the macro-level practices and power relations in the organisation. The research identifies important organisation-level contextual moderators that impact employee perception and attitude towards workforce diversity. The study evaluates ways in which the police service might leverage its organisational outcomes through developing context-based diversity strategies and management initiatives. Implications for practice and future research are considered.
Loader, I. & Mulcahy, A. (2003). <i>Policing and the Condition of England: Memory, Politics and Culture</i> . New York: Oxford University Press.	Book	Policing	Education policy and anti-radicalisation programmes in schools	This book seeks to address the pathologies and possibilities that attend the cultural connection between police, state, and nation. The goal is to assess the cultural and political significance of English policing, and its place within contemporary English social relations and public life. Drawing upon a two-year study of a range of police documentary materials, and biographical and oral history interviews with various strata of the populace, senior and rank-and-file police officers, and politicians and civil servants, it constructs a cultural sociology of the meanings attached to the idea of policing within English memory and sensibility - one oriented to the ways in which policing has intersected with forms of social and political change in English society since 1945. The book is organized into four parts. Part I offers an exposition and critique and what has become an influential sociological account of citizens' apparent loss of faith in the English police since 1945, referred to as the 'desacralization thesis'. Part II is concerned principally with the narratives that constitute lay dispositions towards English policing. Part III focuses on official (i.e., police and governmental) narratives. Part IV draws the threads of the enquiry together and offers an assessment of the current condition of English policing culture.

Reference	Publication type	Category	Sector	Summary / Abstract
Loftus B. (2019). Normalizing covert surveillance: the subterranean world of policing. <i>British Journal of Sociology</i> , 70 (5), pp. 2070-2091	Empirical study	Policing	Government/ Public policy	In this article, I draw on data derived from an ethnographic field study of covert policing in the United Kingdom to demonstrate that the deployment of covert surveillance has become normalized, both in policing thought and operational practice. In a break with earlier patterns, the methods of covert surveillance are used extensively and are no longer regarded as a tactic of last resort. Covert policing is well anchored within organizational arrangements, empowered by a series of internal rationales mobilized to justify the expansion of covert tactics over and above more traditional, overt forms. The building of intrusive and exceptional policing practices within mundane contexts, I argue, is one of the ways the police have adapted to a broader policing environment characterized by public scepticism and distrust. Policing relies on the invisibility and low profile that comes with covert work, in order to govern contemporary concerns of crime and insecurity without the conflicts which can accompany and trouble overt policing practices. As mainstream policing becomes an increasingly extroverted enterprise, introverted forms of policing have come to the fore.
Long, M., & Cullen, S. (2008). United Kingdom: Democratic Policing – Global Change from a Democratic Perspective. In M. R. Haberfeld & I. Cerrah (Eds.), <i>Comparative Policing: The Struggle for Democratization</i> , pp. 277-302. SAGE Publications.	Book chapter	Policing	Education policy and anti-radicalisation programmes in schools	A unique approach to studying police forces around the globe. How do police forces around the world move toward democratization of their operations and responses? Analysing police forces from 12 different countries, <i>Comparative Policing: The Struggle for Democratization</i> assesses the stages of each country based on the author's development of a "Continuum of Democracy" scale. Using five basic themes, this book uses the following criteria to rank and evaluate where each country falls on the continuum, clarifying how policing practices differ: History of a democratic form of government; Level of corruption within governmental organizations and the oversight mechanisms in place; Scope of and response to civil disobedience; Organization structures of police departments; Operational responses to terrorism and organized crime. Intended Audience: This unique analysis of policing is an ideal text for undergraduate and graduate courses in Comparative Criminal Justice, Police Studies, Policing and Society, and Terrorism in departments of criminal justice, criminology, sociology, and government.
Macey, M. (2009). Multiculturalism, Religion, and Women. <i>Ethnic and Racial Studies</i> , 32(6), pp.1025-1044.	Book	Non-Policing	Government, criminal justice systems. Public policy. Child protection.	An empirical academic text discussing multiculturalism, social cohesion, and integration policies. It evaluates governmental and societal responses to cultural diversity, making it relevant to studies on organisational or institutional anti-racist interventions.

Reference	Publication type	Category	Sector	Summary / Abstract
MacVean, A., Spindler, P. & Solf, C. (2012). <i>Handbook of Policing, Ethics and Professional Standards</i> . London: Routledge.	Book	Policing	Sector: Government and public policy. Social justice and human rights. Education, health, and housing. Migration and community services.	Low confidence in the police and the increasing crime rates during the 1990s led to a series of government initiatives directed at changing both the structure and management of the police service. In 2006 in an attempt to define what a principled police service should resemble, the Home Office Minister, Hazel Blears, announced the development of new Code of Professional Standards for the police service, informed by the Taylor Review of 2005. While there has been a growing awareness of the role of Professional Standards within law enforcement activity, to date there has been little scholarly debate on the understanding of ethics and how that is applied to practical policing. This book provides a single text of different perspectives on how professional standards and ethics has been conceptualised and developed into practical policing processes for the purposes of policing, not only by the police but also by the partner agencies. Leading academics and practitioners consider the moral minefield of policing through examinations of undercover operatives, MI5 and deaths in police custody as well as looking forward to the future considerations and practices in professional conduct. It will be of interest to those working within the field of policing as well as students and academics focussed on policing and criminal justice.
McGregor, R. (2024). <i>Recovering Police Legitimacy: A Radical Framework</i> . Taylor & Francis.	Book	Policing	Government and public policy. Social cohesion and community development. Education and civic services. Immigration and cultural studies.	Transatlantic policing is experiencing an unprecedented crisis of legitimacy, epitomised by public responses to the murders of George Floyd and Sarah Everard during the COVID-19 pandemic. Legitimacy is lost when the police either fail to protect the public or rely on coercion rather than consent to achieve that protection. Recovering Police Legitimacy challenges conventional criminological, political, and public solutions to the problem by approaching it from the bottom up, beginning with policing as a practice constituted by a unique set of excellences, skills, and characteristics. The author draws on his experience as a police officer and on the serial fictions of James Ellroy, David Peace, and Nic Pizzolatto to characterise the practice in terms of heroic struggle, edgework, absolute sacrifice, and worldmaking. These characteristics provide an analytic tool for revolutionising our understanding of the relations among policing as a situated practice, public protection, and police legitimacy and for identifying the different levels at which legitimacy is undermined. His conclusion is that recovery is possible but will be slow in pace and incomplete in scope. Written accessibly for students, police officers, policymakers, scholars, and anyone with an interest in police legitimacy, this is a groundbreaking study of a pressing social problem.

Reference	Publication type	Category	Sector	Summary / Abstract
McKee, R. (2016). Love Thy Neighbour? Exploring Prejudice. <i>Journal of Ethnic and Migration Studies</i> , 42(5), pp.824-847.	Empirical study	Non-Policing	Social policy and public governance.	Northern Ireland has seen a rise in racially motivated crimes and incidents reported to police in recent years and, although this has been accompanied by intensified media coverage, this phenomenon has been the subject of relatively little research. The purpose of this study is to evaluate empirically three theories that have been proposed to explain prejudice towards ethnic minorities in Northern Ireland: economic self-interest, social contact, and 'sectarianism as racism'. Using the 2013 Northern Ireland Life and Times Survey, which contains new questions on contact with ethnic minorities, this study looks at attitudes towards Eastern Europeans, Muslims and a third category of 'other ethnic groups'. Results from multivariate linear regression provide evidence for all three theories but also show that the strength and significance of predictive variables for prejudice vary across the minority groups. The findings that there are different motivations for prejudice towards different groups can inform policies to tackle racism in Northern Ireland.
McLaughlin, E. (2007) <i>The New Policing</i> . London: SAGE Publications.	Book	Policing	Education	The New Policing provides a comprehensive introduction to the critical issues confronting policing today. It incorporates an overview of traditional approaches to the study of the police with a discussion of current perspectives. The book goes on to examine key themes, including the core purpose of contemporary policework; the reconfiguration of police culture; organizational issues and dilemmas currently confronting the police; the managerial reforms and professional innovations that have been implemented in recent years; and the future of policing, security, and crime control. In offering this discussion of the nature and role of the police, The New Policing illustrates the need to re-examine and re-think the theoretical perspectives that have constituted policing studies. Examining evidence from the UK, the USA, and other western societies, the book promotes and enables an understanding of the cultural and symbolic significance of policing in society.

Reference	Publication type	Category	Sector	Summary / Abstract
McVeigh, R. (2015). Living the peace process in reverse: racist violence and British nationalism in Northern Ireland. <i>Race & Class</i> , 56(4), pp.3-25. https://doi.org/10.1177/0306396814567403	Empirical study	Non-Policing	Law enforcement and criminal justice. Public policy and governance. Human rights and social justice. Anti-racism and antisemitism advocacy.	In 1971 British home Secretary Reginald Maudling suggested that the situation in Northern Ireland amounted to 'an acceptable level of violence'. During 'the Troubles' this became the de facto security policy of successive British governments prepared to countenance a 'manageable' level of paramilitary activity. This reality supposedly changed irrevocably with the peace process and the 1997 Good Friday Agreement. over the last fifteen years, however, Northern Ireland has been dubbed 'the race hate capital of Europe' with the 'targeting of ethnic minorities' by loyalist paramilitaries characterised as 'ethnic cleansing' by the police. The demography of Northern Ireland is changing, with eastern EU and non-white migrant workers arriving, which accentuates the reversing Protestant/Catholic differential and further undermines the 'Protestant majoritarianism' on which the state was founded. Alongside 'flags protests', racist violence has become one of the principal manifestations of unionist unease. The riposte by the state to racism has been to reach for empty models of 'hate crime' and 'good relations' alongside a criminal justice policy that appears to find acceptable a certain level of racist violence. broadly, therefore, the author characterises the experience of people of colour and migrant workers in Northern Ireland as 'living the peace process in reverse'.
Miah, S., (2017). Muslims, Schooling, and Security: Racialisation and Securitisation in British Schools. <i>Critical Studies on Terrorism</i> , 10(1),	Book	Non-Policing	Law enforcement and criminal justice. Public policy and governance. Social justice and racial equality. Media and cultural studies.	This book focuses on the recent educational policy debates surrounding Muslims, schooling and the question of security in light of the Counter Terrorism Security Act which has made Prevent a legal duty for schools, colleges and universities. The book examines the infamous Trojan Horse affair in Birmingham, and critically evaluates the security discourses in light of theoretical insights from the study of racial politics. The sociology of race and schooling in the UK has long been associated with a number of diverse areas of study, including racial inequality, multiculturalism, citizenship and identity; however, until very recently, very little attention has been given to securitization and race within the context of education and even less focus has been given to the links between the question of security and racial politics. This book makes a much needed and timely contribution to debates on the complex relationship between racial politics and schooling, and will make compelling reading for students and researchers in the fields of education and sociology, as well as education policy makers.

Reference	Publication type	Category	Sector	Summary / Abstract
Miller, P. (2020). Anti-racist school leadership: making 'race' count in leadership preparation and development. <i>Professional Development in Education</i> , 47(1), 7–21.	Empirical study	Non-Policing	Education	School leaders in England have a huge task to mediate factors in a school's environment (regulatory/legal and institutional). Rapid and sometimes conflicting policy agendas for improved performance have become a main preoccupation of school leaders as they jostle to keep their jobs as they wrestle to implement the latest government mandate. As a result, many school leaders to ignore, at best, or are unprepared for, at worse, how to deal with institutional impacts and challenges associated with unprecedented levels of migration, and race discrimination. This is compounded by school leaders' lack of understanding of, for example, personal and structural racism, and how these collude against attempts to build racially inclusive school environments. Through an ecological model this paper argues that in spite of performativity pressures, school leaders should develop skills, attributes and knowledge in areas of curriculum diversity, recruitment and career progression, leading change for race diversity that (i) reflects the contexts within which they live and work, and that (ii) empowers them to more effectively serve their institutions. The paper asserts that 'anti-racist' training for school leaders should be central to ongoing professional development efforts, especially in multi-cultural, multi-racial and multi-ethnic societies/educational environments.
Miller, P. (2019). 'Tackling' race inequality in school leadership: Positive actions in BAME teacher progression – evidence from three English schools. <i>Educational Management Administration & Leadership</i> . 48(6), 986-1006. https://doi.org/10.1177/1741143219873098	Empirical study	Non-Policing	Education	The career progression of teachers of black, Asian and minority ethnic heritage is a matter of much debate and research. Over the past decade, a body of research has confirmed that race discrimination/race inequality is a factor in the progression of teachers of black, Asian and minority ethnic heritage in England. Although it has been argued that 'Britain is not a racist nation', it nonetheless has, as described by Phillips in 2016, a '...deep sensitivity to...ethnic and cultural difference'. According to Miller, this sensitivity remains at the heart of a 'deep-rooted and continuing struggle among black, Asian and minority ethnic teachers and academics for equality and mutual recognition'. Drawing on Miller's 2016 typology of educational institutions: engaged, experimenting, initiated and uninitiated, this paper presents evidence from three English headteachers of Multi-Academy Trusts who devise, implement and embed positive actions in the recruitment, development, retention and progression of staff of black, Asian and minority ethnic heritage. The objective of this study was to examine the work of school leaders/institutions in taking steps to improve black, Asian and minority ethnic teacher progression in England, by identifying and highlighting 'what works', and how. Furthermore, by treating each school/leader as a unique 'case', this paper shows their motivation (personal and professional), experiences of 'race', school contexts and the type/s of leadership required and used in these institutional contexts to change attitudes, cultures and behaviours.

Reference	Publication type	Category	Sector	Summary / Abstract
Miller, P., Lane, J., & Jaeggi, K. (2022). School Leaders Leading Curriculum Inclusion: Re-culturing Pedagogy, Re-imagining the Student Experience. <i>Equity in Education & Society</i> , 1(1), 97-113. https://doi.org/10.1177/27526461211069133	Case Study	Non-Policing	Education	<p>There has been widespread discussion within and outside educational institutions on the relevance and suitability of the curriculum provided to students in the United Kingdom. In North London, at the beginning of the school year 2019/2020, 11 primary school leaders, representing nine primary schools' came together as a group, to begin to identify and examine ways they could improve their schools' curriculum offer and ultimately the experience of students in their schools.</p> <p>The research produced four main findings. First, school leaders need targeted continuing professional development (CPD) to provide the knowledge and skills required to lead whole school change involving this level of complexity. Second, school leaders need well organised CPD. Third, school leaders learning should support an entire school community. Fourth, leaders can take charge of their own learning. That participants formed the group and contacted the consultancy for the training is an important point of note. That is, school leaders can (and do) take charge of their own learning for they know what they 'lack' or what they do not know, and they (have demonstrated they) possess the agency to seek out support.</p>
Miller, P. (2016) 'White sanction', institutional, group and individual interaction in the promotion and progression of black and minority ethnic academics and teachers in England, <i>Power & Education</i> , 8(3), 205-221. https://doi.org/10.1177%2F1757743816672880	Empirical study	Non-Policing	Education	<p>The promotion and progression of black and minority ethnic academics and teachers in England has been the subject of much debate. Although several theories have been put forward, racial equality has stood out as a major contributing factor. The experiences of black and minority ethnic academics and teachers in England are similar in terms of aspirations, and their experience of organisations also points to similar patterns of exclusions. This integrated study provides thick data from qualitative interviews with academics and teachers, theorised through the lens of whiteness theory and social identity theory, of their experience of promotion and progression, how they feel organisations respond to them and how they, in turn, are responding to promotion and progression challenges. There was a shared view amongst the participants that, for black and minority ethnic academics and teachers to progress in England, they need 'white sanction' – a form of endorsement from white colleagues that in itself has an enabling power.</p>

Reference	Publication type	Category	Sector	Summary / Abstract
Murji, K. (2017). Rioting and the politics of crisis. <i>Ethnic and Racial Studies</i> , 41(10), 1820–1836.	Case Study	Policing	Policing	This article draws on selected explanatory accounts of rioting that occurred in England in 2011 for the purpose of illustrating the ways in which scholarly critiques frame quite different senses of what kind of "crisis" the riots represented. On one side, the riots are understood within a "race and policing" frame placing them in a line of continuity with events across time and space and in an ongoing crisis of racial subjugation. In direct contrast, another side treats the riots as a crisis of post-politics, in which nihilism has replaced purposive political action. While different types of politics are centred in both approaches, they differ remarkably in relation to racism, with the latter treating race as epiphenomenal. These frames are instances of how critical scholarly understandings draw on events, and it is argued they miss potentially far-reaching senses of "crisis" that can be drawn out of some aspects of rioting.
Murray, K. and Harkin, D. (2017). Policing in Cool and Hot Climates: Legitimacy, Power, and the Rise and Fall of Mass Stop and Search in Scotland. <i>British Journal of Criminology</i> , 57(4), pp.885–905.	Empirical study	Policing	Policing	Prior to the amalgamation of Scotland's eight police forces into Police Scotland in 2013 by the Scottish National Party government, Scottish policing generally enjoyed a 'cool' political climate, with low scrutiny and minimal political engagement. This paper argues these conditions hindered the critical interrogation of Scottish policing, allowing a policy of unregulated and unfettered stop and search to flourish unchallenged for two decades. We then show how this policy was swiftly dismantled in the 'heated' environment that followed centralization, a move that gave rise to the unprecedented scrutiny of Scottish policing by media and political commentators. The analysis suggests that the legitimacy and reputation of the police may owe a debt to political environments that encourage either 'soft' or 'hard' analysis. Also, that more heated political environments, often disparaged by academics and criminal justice practitioners, can drive accountability and contribute to more progressive outcomes.

Reference	Publication type	Category	Sector	Summary / Abstract
Newburn, T. (2008). <i>Handbook of Policing</i> . 2nd ed. Devon: Willan Publishing. pp.121–142.	Book chapter	Policing	Law enforcement, criminal justice. Public policy, human rights and civil society, community relations and social justice, societal impacts of racism.	This fully updated and expanded second edition of Policing Scotland takes account of recent developments in Scottish policing and criminal justice against the backdrop of a dynamic political landscape and looming fiscal constraints in public services. The book offers contributions from both academics and practitioners, and not only shows police at work in contemporary Scotland but also gives some insight into those areas where policing is carried out by non-police people and organisations. It seeks to identify what it is about Scottish policing that is distinctly Scottish, the main characteristics of modern policing in Scotland, how these have developed over the recent past, and what they have become today. In answering these questions, the book analyses policing in Scotland in the context of the new and emerging ideas about the nature, purposes and methods of policing that are developing elsewhere in the world and seeks to determine how far Scottish policing is maintaining its own traditions or simply becoming a localised example of wider global trends. The second edition of this popular text introduces new chapters on crime investigation, police unionism, ethnic minorities, policing violence and forensic science, as well as incorporating a major new theme which seeks to explain how those responsible for policing Scotland set about dealing with current issues such as terrorism and organised crime. This book makes a significant contribution to the current debate on policing in Scotland, and as such is an essential text for academics and those interested in policing issues.
Parmar, A. (2021). The Power of Racialised Discretion in Policing Migration. <i>International Journal for Crime, Justice and Social Democracy</i> , 10(3), pp.67–81.	Empirical study	Policing	Policing/ Immigration	Discretionary practices have often been put forward to explain the racially disproportionate patterns we see in policing. The focus on discretion rather than racism neatly shifts attention away from race and instead towards discretionary practices, which are notoriously amorphous and inscrutable. The attention towards discretion (rather than race) further allows race to operate without being explicitly named and, therefore, to operate as an absent present. In this article, I discuss how race and discretion work together when ordinary police officers are tasked with migration control duties to identify foreign national offenders. Drawing on empirical research conducted in England, I propose the concept of racialised discretion and argue that it holds merit because it recognises that certain discretionary practices and decisions are animated because of race, through race and with the effect (intentional or not) of racially disproportionate outcomes. The article argues for the need for racialised discretion to be seen as distinct from other forms of discretion both in policing and the criminal justice process more widely.

Reference	Publication type	Category	Sector	Summary / Abstract
Parmar, A. (2023). Feeling Race: Mapping Emotions in Policing Britain's Borders. <i>Identities</i> , 30(2), pp.189-206.	Empirical study	Policing	Policing	Collaboration between the police and immigration has expanded in Britain, following implementation of renewed legislative and policy imperatives to ensure swifter removal and deportation of foreign national criminals. The roles and powers of ordinary police and immigration officers have blurred, allowing both to play a greater part in enforcing migration control as part of their daily routine. Race-making practices are woven into immigration enforcement, policing and criminalization, and agents undertaking policing migration responsibilities animate and enact racial ideas as part of their work. This article considers the affective contours of race in policing migration and explores the consequences when agents from racialized and migratory backgrounds hold positions of power, thereby scrambling the binary of 'us' (citizens) and 'them' (foreigners).
Parsons, C., 2009. Explaining sustained inequalities in school exclusions in England. <i>British Journal of Educational Studies</i> , 57(4), pp. 413-43	Empirical study	Non-Policing	Higher education	The paper analyses the meanings given to racism and institutional racism, and the contested political territory which shapes and limits the possibilities of responses working towards equity. It considers the evidence on the extent to which the Race Relations (Amendment) Act 2000 (RRAA) has been implemented, reporting particularly on sustained disproportionality in exclusions experienced by some minority ethnic groups. Disproportionalities, in terms of exclusion and attainment, are deemed 'institutionally racist' outcomes produced annually because of organisational practices, limited will and low levels of investment at national, local and school levels. Critical Race Theory and writings about 'white supremacy' attempt to explain the normal and enduring character of racism, but the outcomes of 'passive racism' are best comprehended as a product of neoliberal policymaking which limits interventions in aggregate performance for a group, giving primacy to individual effort and talent as explanatory concepts. The RRAA, in force since 2002, can, with hindsight, be seen as a legalistic, rhetorical step too far, unable to marshal governmental or institutional will and financial commitment to implement its requirements.

Reference	Publication type	Category	Sector	Summary / Abstract
Peacock, C. (2023). Amnesia and the Erasure of Structural Racism in Criminal Justice Professionals' Accounts of the 2011 English Disturbances. <i>The Sociological Review</i> , 71(2), pp.436-452.	Empirical study	Non-Policing	Criminal Justice	Though the 2011 'riots' attracted a huge amount of political, media and academic attention, the state's punitive reaction to the unrest received far less analysis, despite being characterised by exceptionally harsh practices at every stage from arrest to sentencing. Drawing on interviews with criminal justice professionals who were at the heart of this response, and focusing in particular on the Crown Prosecution Service's unusually punitive approach, this article examines the imaginations, assumptions and claims that allowed professionals to variously justify and problematise this vindictive backlash. The article shows how an imagination of the disturbances as an apolitical and unprecedented outbreak of violence was central to many professionals' accounts. Yet this imagination, I contend, requires significant erasure and elision. Forgetting England's long history of unrest, and ignoring or dismissing the police killing of Mark Duggan that immediately precipitated the disturbances, were vitally important in allowing professionals to ignore the vital connections between the unrest and entrenched structural racism that has consistently underpinned post-war urban unrest – and to position the harsh law and order response as reasonable, proportionate, necessary and adequate. In doing so, the article makes a significant contribution to scholarship on the unrest, and on the importance of amnesia and ignorance – conceived as active, collective and inherently political processes – in normalising punitive and discriminatory state practices, both in the wake of the riots and in their longer aftermath.

Reference	Publication type	Category	Sector	Summary / Abstract
Platt, L. et al. (2022). The Effect of Systemic Racism and Homophobia. <i>Journal of Urban Health</i> , 99(2), pp.269-283.	Case Study	Policing	Public Health	There is extensive qualitative evidence of violence and enforcement impacting sex workers who are ethnically or racially minoritized, and gender or sexual minority sex workers, but there is little quantitative evidence. Baseline and follow-up data were collected among 288 sex workers of diverse genders (cis/transgender women and men and non-binary people) in London (2018–2019). Interviewer-administered and self-completed questionnaires included reports of rape, emotional violence, and (un)lawful police encounters. We used generalized estimating equation models (Stata vs 16.1) to measure associations between (i) ethnic/racial identity (Black, Asian, mixed or multiple vs White) and recent (6 months) or past police enforcement and (ii) ethnic/racial and sexual identity (lesbian, gay or bisexual (LGB) vs. heterosexual) with recent rape and emotional violence (there was insufficient data to examine the association with transgender/non-binary identities). Ethnically/racially minoritized sex workers (26.4%) reported more police encounters partly due to increased representation in street settings (51.4% vs 30.7% off-street, $p = 0.002$). After accounting for street setting, ethnically/racially minoritized sex workers had higher odds of recent arrest (adjusted odds ratio 2.8, 95% CI 1.3–5.8), past imprisonment (aOR 2.3, 95% CI 1.1–5.0), police extortion (aOR 3.3, 95% CI 1.4–7.8), and rape (aOR 3.6, 95% CI 1.1–11.5). LGB-identifying sex workers (55.4%) were more vulnerable to rape (aOR 2.4, 95% CI 1.1–5.2) and emotional violence. Sex workers identifying as ethnically/racially minoritized (aOR 2.1, 95% CI 1.0–4.5), LGB (aOR 2.0, 95% CI 1.0–4.0), or who use drugs (aOR 2.0, 95% CI 1.1–3.8) were more likely to have experienced emotional violence than white-identifying, heterosexual or those who did not use drugs. Experience of any recent police enforcement was associated with increased odds of rape (aOR 3.6, 95% CI 1.3–8.4) and emotional violence (aOR 4.9, 95% CI 1.8–13.0). Findings show how police enforcement disproportionately targets ethnically/racially minoritized sex workers and contributes to increased risk of rape and emotional violence, which is elevated among sexual and ethnically/racially minoritized workers.
Quinn, E. (2024). Racist Inferences and Flawed Data: Drill Rap Lyrics as Criminal Evidence in Group Prosecutions. <i>Race & Class</i> , 65(3), pp.23-41.	Empirical study	Non-Policing	Criminal Justice	Analyses systemic racial biases in the use of drill lyrics as evidence in group prosecutions targeting Black youth.

Reference	Publication type	Category	Sector	Summary / Abstract
Quinton, P., Bland, N., and Miller, J. (2000). The Impact of Stops and Searches on Crime and the Community. <i>Police Research Series</i> (Vol. 127). London: Home Office.	Government Research Report	Policing	Policing, Criminal Justice	This report evaluates stop-and-search practices as a crime-fighting tool and their impact on communities. Using a mix of statistical analysis, interviews, and direct police observations, it identifies inefficiencies, disproportionalities, and areas for improvement.
Quinton, P., Bland, N., and Miller, J. (2000). Police stops, decision-making and practice. <i>Police Research Series</i> (Vol. 130). London: Home Office.	Government Research Report	Policing	Law Enforcement / Policing	This Home Office report investigates the decision-making processes behind police stops and searches, assessing their fairness and effectiveness. The research examines officers' perceptions of suspicion, public trust, and procedural justice. Findings highlight that excessive discretion, inaccurate intelligence, and biased policing undermine legitimacy. Recommendations include clearer legal guidance, better record-keeping, and accountability measures
Ray, L. and Smith, D. (2004). Racist Offending, Policing and Community Conflict. <i>Sociology</i> , 38(4), pp.681-699.	Empirical study	Policing	Policing/ Community Conflict	Since the Stephen Lawrence inquiry several initiatives have transformed the policing of racism, and have entailed significant changes in the criminal justice system. This article reviews these in the light of our research on racist offenders in Greater Manchester between 1998 and 2001. We argue that racist offending is not necessarily consistent with the assumptions underlying some of these initiatives. The conclusions from this work are then discussed in the context of the disturbances in Oldham and elsewhere in the UK during the summer of 2001. We suggest that constructions of racist offending have given excessive weight to individual motives and intentions, while much offending behaviour is grounded in wider cultural and social contexts. We present the background to these conflicts in terms of a vicious spiral of styles of policing, use of reported statistics and the involvement of racist organizations. We conclude that to explain racist violence we need to think in terms of not a single issue but of multiple issues of bias, and of cultures of violence, exclusions and marginalization.
Rowe, M. (2007). Policing Beyond Macpherson: Issues in Policing. <i>Race and Society</i> . Cullompton: Willan Publishing.	Book Chapter	Policing	Policing	Examines the impact of the Macpherson Report on police reforms, particularly around race. This collection of papers on policing and racism since the Macpherson Report is a curate's egg. Several pieces are theoretically-informed, and noteworthy as key readings for students. Others are of an essentially administrative character, interesting to a lay person, while a final (small) group offers little of substance. It is a contrary text in which several papers demonstrate a clear analytical approach, problematising both the concept of racism and, sometimes, policing itself. But generally, the collection fails to recognise the contribution of criminological theory with regard to conceptualising policing itself.

Reference	Publication type	Category	Sector	Summary / Abstract
Rowe, M. and Garland, J. (2003). "Have You Been Diversified Yet?" Developments in Police Community and Race Relations Training. <i>Policing and Society</i> , 13(4), pp.399-411.	Empirical Study	Policing	Policing	For several decades, the police in England and Wales have been providing in-house training in community and 'race relations' (CRR). In recent years, largely in response to pressure from Her Majesty's Inspectorate of Constabulary, there has been an increase in the importance placed upon evaluating the effectiveness of this training. This article is based on findings of one such evaluation programme, carried out by the authors. Key features of police CRR training are outlined, and discussed in relation to criticisms of such training in the 1980s. It is argued that many of the concerns raised in that earlier period are still apparent today. A central reason why CRR training remains a problematic area is because it is different from most other police training in that it seeks to address the affective domain, rather than taking a cognitive approach, which presents challenges not found with police training in other fields. The article concludes by arguing that training strategy needs to consider the dynamic relation between structural and cultural dimensions of policing if significant improvements in community and race relations are to be made.
Seal, L. and Neale, A. (2020). Racializing Mercy: Capital Punishment and Race in Twentieth Century England and Wales. <i>Law and History Review</i> , 38(3), pp.589-617.	Empirical study	Non-Policing	Criminal Justice	Fifty-seven men of color were sentenced to death by the courts of England and Wales in the twentieth century and were less likely to receive mercy than white contemporaries. Though shocking, the data is perhaps unsurprising considering institutional racism and unequal access to justice widely highlighted by criminologists since the 1970s. We find discourses of racial difference were frequently mobilized tactically in nineteenth- and twentieth-century England and Wales: to support arguments for mercy and attempt to save prisoners from the gallows. Scholars have identified historically and culturally contingent narratives traditionally deployed to speak to notions of lesser culpability. These mercy narratives reveal contemporary ideals and attitudes to gender or class. This article is original in identifying strategic mercy narratives told in twentieth-century England and Wales that called on contemporary tropes about defendants' race. The narratives and cases we explore suggest contemporary racism in the criminal justice system of England and Wales has a longer history than previously acknowledged.
Shiner, M. (2010). Post-Lawrence Policing in England and Wales: Guilt, Innocence and the Defence of Organizational Ego. <i>British Journal of Criminology</i> , 50(5), pp.935-953.	Empirical study	Policing	Policing	One of the many reforms to have emerged from the Stephen Lawrence inquiry is that requiring the police to make a record of all stops (Recommendation 61). What might have been accepted as a fairly routine extension of the existing regulatory framework was widely resented by officers who considered it part of an 'attack' on the police service spearheaded by allegations of institutional racism. This 'attack', it is argued here, has been experienced as a form of collective trauma, giving rise to a series of defence mechanisms and allied forms of resistance that have distanced the new recording requirement from its intended purpose. Such defences, it is concluded, should be anticipated and addressed as part of the process of reform.

Reference	Publication type	Category	Sector	Summary / Abstract
Skinner, D. (2024). The NDNAD Has No Ability in Itself to be Discriminatory: Ethnicity and the Governance of the UK National DNA Database. <i>Sociology</i> , 58(1), pp.108-124.	Empirical study	Non-Policing	Policing/Forensics	This article explores the place of 'ethnicity' in the operation, management and contestation of the UK National DNA Database (NDNAD). In doing so, it examines the limitations of bioethics as a response to political questions raised by the new genetics. The UK police forensic database has been racialised in a number of distinct ways: in the over-representation of black people in the database population; in the classification of all DNA profiles according to 'ethnic appearance'; in the use of data for experiments to determine the ethnicity of crime scene DNA; and in the focus on ethnicity in public debate about the database. This racialisation presented potential problems of legitimacy for the NDNAD but, as the article shows, these have been partly neutralised through systems of ethico-political governance. In these systems of governance discussion of institutional racism has been postponed or displaced by other ways of talking about ethnicity and identity.
Smith, R. (2013). <i>Youth Justice: Ideas, Policy, Practice</i> . London: Routledge.	Book	Non-Policing	Youth Justice	<p>Examines youth justice policies, highlighting issues of discrimination and inequalities.</p> <p>The exciting new edition of this well-loved textbook offers a fully expanded and revised account and analysis of the youth justice system in the UK, taking into account and fully addressing the significant changes that have taken place since the second edition in 2007.</p> <p>The book maintains its critical analysis of the underlying assumptions and ideas behind youth justice, as well as its policy and practice, laying bare the inadequacies, inconsistencies and injustices of practice in the UK. This edition will offer an important update in light of intervening changes, as reflected in a change of government and shifting patterns of interventions and outcomes.</p> <p>This book will be an important resource for youth justice practitioners and will also be essential to students taking courses in youth crime and youth justice.</p>

Reference	Publication type	Category	Sector	Summary / Abstract
Souhami, A. (2020). Constructing Tales of the Field: Uncovering the Culture of Fieldwork in Police Ethnography. <i>Policing and Society</i> , 30(2), pp.218-234.	Empirical study	Policing	Policing	One of the core contributions of the strong tradition of police ethnography is the emergence of a powerful critique of police culture. Through this work, researchers have explored the informal norms that structure police practices and the implications both for the experiences of policing and for central questions of social justice. Yet while research has demonstrated the power of occupational cultures in shaping what professionals consider important and thus what they do, there has been little attention paid to the culture that underpins the work through which police ethnography is produced. This paper explores how ethnographers construct accounts of fieldwork with the police and interrogates the patterned understandings that structure the way researchers think about and do police ethnography. Returning to unpublished fieldnotes generated as part of a major study of policing in the aftermath of the Stephen Lawrence Inquiry, it interrogates their connections with published fieldwork 'confessionals' to uncover the unarticulated conventions of what has come to constitute authoritative fieldwork. It suggests that accounts of ethnographic fieldwork reproduce a narrative of research in which researchers attempt to conform to the dominant norms of the setting; which emphasises tales of physicality, endurance, risk and action; and in which raw, undirected emotion is excised. This suggests a central irony in police ethnography: the dynamics of police culture it so powerfully criticises are reflected in the construction of the ethnographic process.
Tomlinson, S. (2019). <i>Education and Race from Empire to Brexit</i> . Bristol: Policy Press.	Book	Non-Policing	Law enforcement and criminal justice, Touches on public policy implications for training and resource allocation.	Covering the period from the height of Empire to Brexit and beyond, this book shows how the vote to leave the European Union increased hostilities towards racial and ethnic minorities and migrants. Concentrating on the education system, it asks whether populist views that there should be a British identity - or a Scottish, Irish or Welsh one - will prevail. Alternatively, arguments based on equality, human rights and economic needs may prove more powerful. It covers events in politics and education that have left most white British people ignorant of the Empire, the often-brutal de-colonisation and the arrival of immigrants from post-colonial and European countries. It discusses politics and practices in education, race, religion and migration that have left schools and universities failing to engage with a multiracial and multicultural society.
Walsh, D. and Conway, V. (2011). Police Governance and Accountability. <i>Crime Law and Social Change</i> , 55(2-3), pp.61-86.	Review article	Policing	Governance, Policing	Examines governance and accountability challenges in policing across diverse societies. Suggests mechanisms for improving governance and police accountability. Analyses governance mechanisms; discusses their role in addressing systemic racism but lacks operationalisation tools.

Reference	Publication type	Category	Sector	Summary / Abstract
Webber, F (2022). Impunity Entrenched: The Erosion of Human Rights in the UK. <i>Race & Class</i> , 63(4), pp.3-31.	Review article	Non-Policing	Policing, Human Rights	In this article, the author provides a roundup of the UK Conservative government's legislative programme in 2021, arguing that, in the service of an authoritarian agenda, it uses law to undermine the rule of law and executive accountability, and to criminalise marginalised and/or racialised groups, including asylum seekers and those helping them, black youth, protesters and human rights defenders, and Gypsies, Roma and Travellers. Through an analysis of various new bills that attack human and civil rights, including the Police, Crime, Sentencing and Courts Bill, the Nationality and Borders Bill, the Overseas Operations Act, the Elections Bill and the Judicial Review and Courts Bill, she demonstrates the cumulative impact of the legislative programme that has entrenched the demonisation of minorities and human rights defenders, whilst giving unprecedented powers to police, hobbling the courts, nobbling other regulators and blocking effective legal, political and public accountability for ministers. The result, she argues, is an erosion of human rights and the entrenchment of impunity for the government and its agencies.
Wight, C. (2003). The Agent-Structure Problem and Racism. <i>Political Studies</i> , 51(4), pp.706-724.	Review article	Non-Policing	Policing, Sociology	My aim here is to demonstrate the relevance of meta-theoretical speculation to policy design and implementation through an examination of the agent—structure problem. I then apply this problem to the concept of institutional racism as developed in the Macpherson inquiry into the death and subsequent police (mis)investigation of black teenager Stephen Lawrence. When considered through the lens of the agent—structure problem, the account of institutional racism developed in the Macpherson inquiry still lacks a solid analysis of the structural causes that help explain the phenomenon. Policies developed on the basis of the account will necessarily fail to address some of the causes of institutional racism. Careful attention to the agent—structure problem can help illuminate potentially unexplored areas of the social field that might help in controlling or eradicating racism.

Reference	Publication type	Category	Sector	Summary / Abstract
Williams, E. and Squires, P. (2021). Rethinking Knife Crime. In, E. Williams and P. Squires, <i>Rethinking Knife Crime</i> . Cham: Springer Nature, pp.1-23.	Book Chapter	Non-Policing	Policing/Criminal Justice	This critical textbook looks beyond the immediate data on knife crime to try and make sense of what is a global phenomenon. Yet it especially explores why the UK in particular has become so preoccupied by this form of interpersonal, often youthful, violence. The book explores knife crime in its global and historical context and examines crime patterns including the "second wave" of knife crime in Britain. It then incorporates new empirical data to explore key themes including: police responses, popular narratives, and the various interests benefiting from the 'knife crime industry'. It captures the "voices" of those impacted by knife crime including young people, community leaders, and youth work practitioners. Drawing on criminology, sociology, cultural studies and history, the book argues that the problem is firmly located at the intersection of a series of concerns about class, race, gender and generation that are a product of British history and its global past. It seeks to trace the several roots of the contemporary knife crime 'epidemic', ultimately to propose newer and alternative strategies for responding to it. It encourages a critical engagement with this subject, with the inclusion of some learning exercises for undergraduate students and above in the the social sciences, whilst also speaking to researchers, policy-makers and practitioners.

2. References for Sources Reviewed

- Aplin, R., (2022). Investigating honour-based abuse and other crimes in South Asian communities: the benefits, limitations and impacts of 'ethnic matching' and ethnic 'difference' of police officers. *Policing and society*, 32(9), pp.1049-1070.
- Aston, E., Murray, K. and O'Neill, M. (2021). Achieving cultural change through organizational justice: the case of stop and search in Scotland', *Criminology and Criminal Justice*, 21(1), pp. 40-56.
- Barnum, C., Miller, J., Miller, G. (2015). An Evaluation of an Observational Benchmark Used in Assessing Disproportionality in Police Traffic Stops. *Policing: A Journal of Policy and Practice* 9(4) DOI:10.1093/polic/pav002
- Bowling, B. and Phillips, C. (2007). Disproportionate and discriminatory: reviewing the evidence on police stop and search, *Modern Law Review*, 70(6), pp. 936-961
- Bradford, B., Jackson, J. and Taylor, E., (2024). Policing the Permacrisis. *Political Quarterly*, 95(1), pp.33-41.
- Bridges, L. (1999). The Lawrence Inquiry: Incompetence, Corruption, and Institutional Racism. *Journal of Law and Society*, 26(3), pp.298-322.
- Cashmore, E. (2002). Behind the Window Dressing: Ethnic Minority Police Perspectives on Cultural Diversity. *Journal of Ethnic and Migration Studies*, 28(2), pp.327-341.
- Caveney, N., Scott, P., Williams, S. and Howe-Walsh, L. (2020). Police reform, austerity and 'cop culture': time to change the record? *Policing and society*, 30(10), pp.1210-1225.
- Carson, D. (ed.), 2007. *Applying Psychology to Criminal Justice*. Chichester: Wiley.
- Condor, S., Figgou, L., Abell, J., Gibson, S., & Stevenson, C. (2006). 'They're not racist ...' prejudice denial, mitigation and suppression in dialogue. *The British journal of social psychology*, 45(Pt 3), 441-462. <https://doi.org/10.1348/014466605X66817>
- Cunningham, E. (2021). *Women in policing: Feminist perspectives on theory and practice*. Routledge.
- Donnelly, D., Scott, K. and Newburn, T. (2008). Policing in Scotland. *Handbook of policing*, pp.182-203.
- Fanning, B. and Michael, L. (2018). Racism and Anti-Racism in the Two Irelands. *Ethnic and Racial Studies*, 41(15), pp.2656-2672.
- Fernandez, C. S., Taylor, M. M., Dave, G., Brandert, K., Larkin, S., Mollenkopf, K., & Corbie, G. (2024). Improving the equity landscape at U.S. academic institutions: 10 strategies to lead change. *Equity in Education & Society*, 3(1), 18-32.
- Gillborn, D., Rollock, N., Vincent, C., and Ball, S.J. (2023). Intensely White: Psychology Curricula and the Reproduction of Racism. *Race, Ethnicity and Education*, 26(3), pp.235-251.
- Gold, J. (2022). Improving community relations in the police through procedural justice – an action learning initiative. *Action Learning: Research and Practice*, 19(3), pp.230-247.
- Grieve, J. (2007). Behavioural Sciences and the Law: Investigation. In D. Carson, B. Milne, F. Pakes, K. Shalev-Greene, & A. Shawyer (Eds.), *Applying Psychology to Criminal Justice* (pp. 39-64) Wiley. <https://doi.org/10.1002/9780470713068.ch3>
- Harris, D.A. (2006). U.S. experiences with racial and ethnic profiling: History, current issues, and the future. *Critical Criminology*, 14(3), pp.213-239.
- Harris, S. (2023). (Re)connecting anti-racisms: Islamophobia and the politics of police/prison abolition in contemporary Britain. *The Sociological Review*, 72(5), pp.935-953.
- Harrison, K. and Gill, A.K (2019). Policing the culture of silence: Strategies to increase the reporting of sexual abuse in British South Asian communities. *Policing and Society*, 29(3), pp.302-317.
- Heimer, R.V.L., Hardiman, M. and Dalton, C.T. (2024). Intersectional injustices: Police responses to migrant, Black, and minoritised victim-survivors. *Policing and Society*, 34(8), pp.763-780.
- Herbert, J. (2008). *Negotiating Boundaries in the City: Migration, Ethnicity, and Gender in Britain*. London: Routledge.
- Hill, M. E., & Augoustinos, M. (2001). Stereotype change and prejudice reduction: shortand longterm evaluation of a cross-cultural awareness programme. *Journal of Community & Applied Social Psychology*, 11(4), 243-262.
- Hills, J., Sefton, T. and Stewart, K. (2009). *Towards a More Equal Society? Poverty, Inequality and Policy Since 1997*. Bristol: Policy Press.

- Hockey, D. (2020). The ombudsman complaint system: A lack of transparency and impartiality. *Public Organization Review*, 21(1), pp.46–62.
- Holdaway, S. (1997). Some recent approaches to the study of race in criminological research. *British Journal of Criminology*, 37(3), pp.383–404.
- Holdaway, S. and O'Neill, M. (2006). Institutional racism after Macpherson: An analysis of police views. *Policing and Society*, 16(4), pp.349–369.
- Hopkins, N., Reicher, S. and Levine, M. (2011). On the Parallels Between Social Cognition and the 'New Racism'. *British Journal of Social Psychology*, 36(3), pp.305–329.
- Hussain, A. and Ishaq, M. (2008). Managing Race Equality in Scottish Local Councils in the Aftermath of the Race Relations (Amendment) Act 2000. *International Journal of Public Sector Management*.
- Iganski, P. (1999). Legislating against hate: outlawing racism and antisemitism in Britain. *Critical Social Policy*, 19(1), 129–141
- Iganski, P. (2008). *Hate Crime and the City*. Bristol: Policy Press.
- Iganski, P. (2009). An Agnostic View of 'Faith Hate' Crime. *Safer Communities*, 8(4), pp.51–52.
- Jarman, N. (2003). Victims and Perpetrators: Racism and Young People in Northern Ireland. *Child Care in Practice*, 9(2), pp.129–139.
- Jhutti-Johal, J. and Singh, H. (2020). *Racialization, Islamophobia, and Mistaken Identity: The Sikh Experience*. London: Routledge.
- Joyce, P. (2016). *The Policing of Protest, Disorder, and International Terrorism in the UK Since 1945*. New York: Palgrave Macmillan.
- Joyce, P. and Laverick, W. (2021). *Policing: Development and contemporary practice*. London: Sage Publications.
- Khan, A. (2021). In Defence of an Unalienated Politic: A Critical Appraisal of the "No Outsiders" Protests. *Feminist Review*, 128, pp.132–147.
- Kirk, D.S. and Rovira, M. (2022). Do Black Lives Matter to Employers? *PLoS ONE*, 17(5), p.e0267889.
- Koch, I., Williams, P. and Wroe, L. (2023). County Lines: Racism, Safeguarding, and Statecraft in Britain. *Race & Class*.
- Lane, P. and Smith, K. (2021). Mid-term Review: UK Roma National Integration Strategy. Available at: <https://bristoluniversitypressdigital.com>.
- Linton, K. (2014). *Perspectives on workforce diversity: a context-based approach to understanding diversity and equality in the police service*. [Doctoral Thesis, Royal Holloway, University of London]. Available at: <https://pure.royalholloway.ac.uk/en/publications/perspectives-on-workforce-diversity-a-context-based-approach-to-u>
- Loader, I. & Mulcahy, A. (2003). *Policing and the Condition of England: Memory, Politics and Culture*. New York: Oxford University Press.
- Loftus B. (2019). Normalizing covert surveillance: the subterranean world of policing. *British Journal of Sociology*, Volume 70, Issue 5, 1 December 2019, Pages 2070–2091
- Long, M., & Cullen, S. (2008). United Kingdom: Democratic Policing – Global Change from a Democratic Perspective. In M. R. Haberfeld & I. Cerrah (Eds.), *Comparative Policing: The Struggle for Democratization* (pp. 277–302). SAGE Publications.
- Macey, M. (2009). Multiculturalism, Religion, and Women. *Ethnic and Racial Studies*, 32(6), pp.1025–1044.
- MacVean, A., Spindler, P. & Solf, C. (2012). *Handbook of Policing, Ethics and Professional Standards*. London: Routledge.
- McGregor, R. (2024). *Recovering Police Legitimacy: A Radical Framework*. Taylor & Francis.
- McKee, R. (2016). Love Thy Neighbour? Exploring Prejudice. *Journal of Ethnic and Migration Studies*, 42(5), pp.824–847.
- McLaughlin, E. (2007) *The New Policing*. London: SAGE Publications.
- McVeigh, R. (2015). Living the peace process in reverse: racist violence and British nationalism in Northern Ireland. *Race & Class*, 56(4), pp.3–25. <https://doi.org/10.1177/0306396814567403>
- Miah, S., (2017). Muslims, Schooling, and Security: Racialisation and Securitisation in British Schools. *Critical Studies on Terrorism*, 10(1),
- Miller, P. (2016) 'White sanction', institutional, group and individual interaction in the promotion and progression of black and minority ethnic academics and teachers in England, *Power & Education*, 8(3), 205–221. <https://doi.org/10.1177%2F1757743816672880>
- Miller, P. (2019). 'Tackling' race inequality in school leadership: Positive actions in BAME teacher progression – evidence from three English schools, *Educational Management Administration & Leadership*. <https://doi.org/10.1177%2F1741143219873098>
- Miller, P. (2020). Anti-racist school leadership: making 'race' count in leadership preparation and development. *Professional Development in Education*, 47(1), 7–21.

- Miller, P., Lane, J., & Jaeggi, K. (2022). *School Leaders Leading Curriculum Inclusion: Re-culturing Pedagogy, Re-imagining the Student Experience*. Equity in Education & Society, pp. 45-62.
- Murji, K. (2017). Rioting and the politics of crisis. *Ethnic and Racial Studies*, 41(10), 1820-1836.
- Murray, K. and Harkin, D. (2017). Policing in Cool and Hot Climates: Legitimacy, Power, and the Rise and Fall of Mass Stop and Search in Scotland. *British Journal of Criminology*, 57(4), pp.885-905.
- Newburn, T. (2008). *Handbook of Policing*. 2nd ed. Devon: Willan Publishing. pp.121-142.
- Parmar, A. (2021). The Power of Racialised Discretion in Policing Migration. *International Journal for Crime, Justice and Social Democracy*, 10(3), pp.67-81.
- Parmar, A. (2023). Feeling Race: Mapping Emotions in Policing Britain's Borders. *Identities*, 30(2), pp.189-206.
- Parsons, C., 2009. Explaining sustained inequalities in school exclusions in England. *British Journal of Educational Studies*, 57(4), pp. 413-43
- Peacock, C. (2023). Amnesia and the Erasure of Structural Racism in Criminal Justice Professionals' Accounts of the 2011 English Disturbances. *The Sociological Review*, 71(2), pp.436-452.
- Platt, L. et al. (2022). The Effect of Systemic Racism and Homophobia. *Journal of Urban Health*, 99(2), pp.269-283.
- Quinn, E. (2024). Racist Inferences and Flawed Data: Drill Rap Lyrics as Criminal Evidence in Group Prosecutions. *Race & Class*, 65(3), pp.23-41.
- Quinton, P., Bland, N., and Miller, J. (2000). *The Impact of Stops and Searches on Crime and the Community*. Police Research Series (Vol. 127). London: Home Office.
- Quinton, P., Bland, N., and Miller, J. (2000). *Police stops, decision-making and practice*. Police Research Series (Vol. 130). London: Home Office.
- Ray, L. and Smith, D. (2004). Racist Offending, Policing and Community Conflict. *Sociology*, 38(4), pp.681-699.
- Rowe, M. (2007). Policing Beyond Macpherson: Issues in Policing. *Race and Society*. Cullompton: Willan Publishing.
- Rowe, M. and Garland, J. (2003). "Have You Been Diversified Yet?" Developments in Police Community and Race Relations Training. *Policing and Society*, 13(4), pp.399-411.
- Seal, L. and Neale, A. (2020). Racializing Mercy: Capital Punishment and Race in Twentieth Century England and Wales. *Law and History Review*, 38(3), pp.589-617.
- Shiner, M. (2010). Post-Lawrence Policing in England and Wales: Guilt, Innocence and the Defence of Organizational Ego. *British Journal of Criminology*, 50(5), pp.935-953.
- Skinner, D. (2024). The NDNAD Has No Ability in Itself to be Discriminatory: Ethnicity and the Governance of the UK National DNA Database. *Sociology*, 58(1), pp.108-124.
- Smith, R. (2013). *Youth Justice: Ideas, Policy, Practice*. London: Routledge.
- Souhami, A. (2020). Constructing Tales of the Field: Uncovering the Culture of Fieldwork in Police Ethnography. *Policing and Society*, 30(2), pp.218-234.
- Tomlinson, S. (2019). *Education and Race from Empire to Brexit*. Bristol: Policy Press.
- Walsh, D. and Conway, V. (2011). Police Governance and Accountability. *Crime Law and Social Change*, 55(2-3), pp.61-86.
- Webber, F. (2022). Impunity Entrenched: The Erosion of Human Rights in the UK. *Race & Class*, 63(4), pp.3-31.
- Wight, C. (2003). The Agent-Structure Problem and Racism. *Political Studies*, 51(4), pp.706-724.
- Williams, E. and Squires, P. (2021). *Rethinking Knife Crime*. In: *Rethinking Knife Crime*. Cham: Springer Nature, pp.1-23.

