

Cottesmore St Mary

Anti-racist and Racial - Literacy strategy

2020-2021



Guiding principles for the strategy

- Biologically we are all one race, the human race.
- Schools are vital for socialising and equipping all children and young people to be part of an inclusive, equitable and diverse society.
- A holistic approach will be taken that examines multiple overlapping areas of practice and makes appropriate links to other strategies and projects in our school, for example Schools of Sanctuary, Environmental Education etc.
- Racism is understood to be a structural or systemic or institutional issue as well as an interpersonal issue.
- BAME (Black, Asian and Minority Ethnic) is a deep, broad, diverse categorisation and the experiences and needs of different specific groups must be considered, alongside more general issues of racism. Some communities who are racialised as White experience systemic racism, including Gypsy, Roma and Irish Traveller communities and Jewish communities. This strategy aims to prevent and respond to a broad range of racisms recognising their similarities and differences.
- BAME professionals and White professionals must be involved at every level of decision making and delivery in anti-racist work. Emergent best practice for Anti-Racist leadership indicates BAME and White allies working in partnership.
- There must be a balance between dismantling racially problematic practice and supporting BAME pupils, staff, parents and carers with navigating issues of racism.
- There should be an emphasis on sustainable change as opposed to one-off projects and an open sharing and reflection on practice, including learning from practice in other parts of the country.

Anti-racist and Racial- Literacy strategy 2020-2021
Success Criteria - Leadership shows a commitment to anti-racist values and a whole school approach to race equality. - Staff support young people’s right to speak out and engage as active citizens with the issues around racism that they care about. - The school curriculum is used to challenge race inequality, achieve cultural inclusion, responds to the differences in children’s lives caused by racism, poverty and discrimination, - Black parents feel valued and respected in school. - Staff are confident in challenging racial inequalities and oppressive racial norms and assumptions. - Staff are confident in delivering anti-racist lessons and having conversations about anti-racisms. - Parents have access to the school’s Anti-racist strategy and policy via the school’s website. - Parents feel confident in reporting racist concerns and know where to go to if need help.
Staff CPD - Anti-racism working team was formed consisting of Rachel Breen (Headteacher), Cath McLoughlin (Deputy head), Anna Mullans (Inco, DSL and designated teacher) and Erin Brady (EPR and wellbeing lead). (Sept 2020) - Initial meeting with Sam Beal (Brighton Education, Standards and Achievement advisor) and Abha Aggarwal (Education Coordinator at Reading International Solidarity Centre) to discuss our Anti-racism strategy. (Sept 2020) - During a staff meeting, staff developed an understanding of why decolonising the curriculum is important as part of our commitment to justice. Staff watched inspiring video lectures from Dr. Robin DiAngelo, a University of Washington professor. During the lecture, Dr Robin reads from / discusses her book "White Fragility: Why It's So Hard for White People to Talk About Racism,” and explains white fragility, discussing how white people can develop their capacity to engage more constructively across race. (April 2021) - Staff attended ‘Unconscious-Bias’ training. Staff examined their own subject discipline to identify if there are alternative canons of knowledge which had been marginalised or dismissed as a result of colonialism that should be reflected upon. Lead by Abha Aggarwal (Apr 2021) - Post watching the video, staff attended a Zoom training session with the Education Coordinator from the Reading International Solidarity Centre where the lecture’s key concepts and topics were used as a basis for further education and deeper conversations. (Apr 2021) - Staff were signposted to useful Racial Literacy documents to further their development. (ongoing) - Anti-racism working team had a virtual meeting during which further actions were explored and action plans were reflected upon. (June 2021) - Staff received Racial Literacy training during Inset day. Lead by: Anna Mullans - Inco, DSL and designated teacher (June 2021). - Staff received further Racial Literacy Training on unconscious bias, learning and understanding why and how unconscious bias can affect the decisions we make about others and the impact it has on productivity and outcomes. Lead by Abha Aggarwal Speaker: Orlene Badu (July 2021) - Staff received Racial Literacy training during Inset day. Lead by Anna Mullans - Inco, DSL and designated teacher (Sept 2021). - Staff received training on unconscious bias, ‘Let’s talk about race: Unconscious bias’. Staff explored the themes of racial justice, equality and diversity in the light of Sacred Scripture. Speaker: Father Victor Darlington (Sept 2021) School Development - Updated and improved system to record racist incidents on Cpoms (June 2021) - Updated Equalities leaflet and action plan which promotes inclusivity. (Sept 2021) - Updated policies which highlight our determination to comply with the non-discrimination provisions set out in the Equality Act. These include our: Anti-Bullying Policy, RSHE Policy, Equalities policy and Behaviour Policy. (Sept 2021) - Updated Behaviour Policy and Anti-Bullying policy that ensures all children feel safe at school and address prejudicial bullying. All prejudice incidents must be reported to the Headteacher and the Inclusion Coordinator. The governing body are informed of the number of prejudice incidents each term. (Sept 2021) - Renaming of class saints. As part of a wider school drive to develop our inclusivity and celebration of diversity, we decided to review the saints we had chosen to name our classes. We researched an increasingly diverse range of saints; looking for a balance of women and men, individuals from a range of places and ethnicities and including saints from our locality. (Sept 2021) - School governor appointed as racial literacy lead. (Sept 2021) - Racial Literacy and Anti-racism will now be on the standing agenda at every PPCC forum. (Sept 2021) Curriculum - Curriculum leads began diversifying the curriculum. Staff ensured a range of voices and perspectives were represented and thought of ways to re-conceptualise the curriculum to reflect wider global and historical perspectives- see Diversifying and Decolonising curriculum map. (Sept 2020) - Subject leads considered the diversity of our student groups and ensured learning content moved beyond Western to global frameworks. This is done through the choice of books we are now using across the curriculum and role models we study- see Diversifying and Decolonising curriculum map. (Sept 2020) - Civil Rights Movement history topic in year 6. The topic focuses on the history of the struggle of black people for equal rights in the USA. The study concludes with the present day as the children compare the Civil Rights Movement to the Black Lives Matter Movement. The children investigate the causes of the Civil Rights Movement [Jim Crow laws, segregation and inequality]. They learn about individuals who have challenged the law to argue that black people suffered discrimination: Oliver Brown, Rosa Parks and Martin Luther King. The children work closely with the text of MLK’s famous ‘I have a dream’ speech to explain the ideas it contains. (Sept 2020) - All children took part in ‘Give racism the red card’ campaign. The campaign taught the children about racial inequality and racial injustice. (Nov 2020) - Through our updated RSHE lessons, children are explicitly taught about: stereotyping, prejudice, labelling, protected characteristics, equal opportunity, positive action and discrimination (June 2021) - Updated EPR Curriculum includes the following topics on the following subjects: Multicultural Britain, diversity, stereotyping, discrimination and racism. (June 2021) ‘Good to be me lessons’ were incorporated into RSHE lessons. The aim of these lessons is to support children’s exploration of their identity and grow a sense of belonging, thereby supporting their emotional health and wellbeing. The lessons have a particular focus on race and ethnicity and give children the opportunity to develop their confidence in using positive language to recognise and describe their skin tone as a part of their identity. (June 2021) - Year 5 cover an Anti-racist topic as part of RSHE. The aim of these lessons are to support children’s understanding that we are all equal and all different and to grow skills in challenging prejudice and discrimination within the context of race and ethnicity. Children will explore the concepts of racism, prejudice and discrimination; the legal, social and moral, historical and current responses to racism and the importance of anti-racism in keeping everyone safe; learn about and celebrate BAME history and grow skills in safely standing up to racism. (June 2021) Pupil development - Pupils have received assemblies that further develop their understanding on racial literacy and racism. (ongoing) - Pupils have taken part in assemblies celebrating black role models, e.g. Marcus Rashford, Kamala Harris - Children from Years 3 – 6 received a workshop called ‘Protest; If Not Now, Then When?’ The course was delivered by Bigfoot and has been written especially for schools. Both programmes have received outstanding feedback from schools previously, and we are excited to be repeating these successes again this year. We asked specifically for a black facilitator. (Apr 2021) - Children reflected after the World Cup final on the negative, racist comments towards 3 young black players. We used this as another opportunity to further educate ourselves and discussed how the world could do the same. In class, children wrote letters of support to those who missed the penalties. Children thought about how this would be a hard time for the players but that they would also be incredibly hurt by comments that they were receiving and the racist things that some people were saying. Anti-racism discussions and lessons took place as well as making anti-racism posters. (July 2021) - Racist incident- The school will work with the victim of the prejudice incident. We will listen to them, their feelings and how the incident has made them feel. We will work with the child who has taken the action or made the comment. We believe that education is key to creating an inclusive culture and when an incident has taken place we commit to facilitating learning experiences for those who have been involved (perpetrator). We seek to support the perpetrator to offer resolve following the incident. This may include showing the victim the learning that has taken place. (Sept 2021) Parent/carers involvement - Parent/carers were encouraged, via the newsletter, to watch inspiring video lectures from Dr. Robin DiAngelo. During the lecture, DrRobin reads from / discusses her book "White Fragility: Why It's So Hard for White People to Talk About Racism,” and explains white fragility, discussing how white people can develop their capacity to engage more constructively across race. (April 2021) - Parent/carers were signposted to useful Racial Literacy documents to further their development. (ongoing) - Parent/carers recommended different children’s books, via the newsletter. Featuring Black characters at the forefront, these stories have positive role models that inspire and empower. (ongoing) - Parents were encouraged to join our team of governors. (ongoing) - Parents/carers were signposted to Break the Silence – a campaign to encourage the reporting of racist or faith hate incidents to the Racial Harassment Forum or the Community Safety Team. (July 2021)
Monitoring implementation arrangements - Pupil voice and survey - Teacher voice and survey - Parental feedback - Feedback from education advisors