

Cottesmore St Mary

Anti-racist and Racial - Literacy strategy

2021-2022



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 2021-2022
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 • BAME pupils feel included and reflected in the curriculum, resources and environment • 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 • Staff will receive training on how to deliver ‘Good to be me Lessons’ appropriately. It will be staff’s responsibility to maintain a positive learning environment. Prejudice or stereotypes that go unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view. (Nov 2021) • Erin Brady (EPR lead) to attend updated anti-racist training to help construct a school Anti-racist strategy (Nov 2021) • Staff will attend training on, ‘Diversifying, decolonising, and inclusivising the curriculum’. To support staff in understanding conceptual differences in terms of what a diverse, decolonised and inclusive curriculum means. Speaker: Professor Paul Miller (Jan 2022) • Staff will attend training on, ‘Rethinking the curriculum: Schools’. To support participants in rethinking an inclusive curriculum. Speaker: Alexandra Brown (Feb 2022) • Staff will attend training on, ‘Challenging racial injustice in the church’. To challenge racial injustice in the Church. Speaker: Father Richard Nesbitt (May 2022) • Staff will attend training on, ‘Solidarity in the face of adversity’. To develop advocacy in schools for racial justice, equality and diversity. Speaker: Susan Elderfield (June 2022) • Staff will be signposted and encouraged to read and listen to literature on anti-racism for self-development. There will be books readily available in staffroom for staff to read. (ongoing) School Development • Further develop a restorative justice approach to dealing with school incidents and issues raised through the new Behaviour Policy (Sept 2021) • Develop a provision of educational and other interventions to those who have caused harm (Sept 2021) • Write and publish an Anti-racist strategy- where pupils, parents and teachers are actively involved (Oct 2021) • Appoint Anti-racism lead practitioners who will lead the school in an anti-racist approach (Oct 2021) • Complete NEU framework for developing an anti-racist approach (Oct 2021) • Write and publish a Race Equality policy which shows a clear understanding of racism (Nov 2021) • Have an Anti-racism website page which will show our commitment for justice for all. (Dec 2021) • Have a school display which celebrates all of our community (Dec 2021) • School Development plan to include this strategy and the curriculum focus (Jan 2021) • Review current HR processes and consider options for changes to inclusion and diversity/HR policies (Feb 2021) • Create goals for increasing racial diversity in teaching and SLT roles. (Feb 2021) • Increase the BAME adult presence in our school setting, e.g., visiting teachers, facilitators, community elders, mentoring schemes and / or remote video teaching (ongoing) Diversifying and decolonising the curriculum • To continue to grow our curriculum which shows breadth, balance, continuity, progression and integration within quality programmes of study- move away from a Eurocentric approach. (ongoing) • Increase the variety and use of representative resources: books in the library, posters in the classroom and corridors, films and other media (ongoing) • Review and develop an EPR programme of study that include references to understanding and exploring identity, similarities, valuing of and celebrating diversity and development of racial literacy (Dec 2021). • Provide teacher training for delivery of these topics in EPR (Dec 2021) • Teach pupils about local Black activists or Black Trade Unionists who fought against racism. (Jan 2022) • Review all language used in the curriculum / school environment (Feb 2022) • Embed Black History in the curricula (March 2022) • Develop critical thinking skills through history lessons (March 2022) • Conduct a pupil voice to ensure that BAME pupils feel included and reflected in the curriculum, resources and environment. (May 2022) • Ensure that any work relating to careers (e.g, through themed weeks) includes a representative use of black and minority ethnic role models in different professions. (June 2022) • Whole school celebration on the positive history of migration in our local area. (June 2022) • Review collective worship and assemblies to consider role models used. (ongoing) Racial literacy for pupils • Assembly to engage the pupils on Black History month. (Oct 2021) • Pupils will receive a workshop called ‘Carnival of heroes’. The course will be delivered by Bigfoot and has been written especially for schools. We asked specifically for a black facilitator. (Jan 2022) • Involve school council on anti-racist initiatives (Jan 2022) • Conduct pupil survey - Do pupils feel safe, aspirational and accepted for who they are? (Dec 2022) Parent/carers involvement • Create racial literacy book list for parents and publish on website (Oct 2021) • Parent/carers signposted to useful Racial Literacy documents to further their self-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) • To further engage with parent groups to begin to address the representation of BME groups within parent groups such as governors and volunteers. (ongoing) • Actively encourage BME and EAL parents to volunteer in school and be involved with parent representation. (ongoing) • Create clear guidelines for parents to report instances of racism, racial harassment or victimisation. Parents feel confident to report concerns. (Jan 2022)
Monitoring implementation arrangements • Pupil voice and survey • Teacher voice and survey • Parental feedback • Feedback from education advisors