

28th April 2022

Building a whole school approach to anti-racism

***This seminar will begin
shortly***



Anna Freud
National Centre for
Children and Families

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Programme

Time	Details
16:30 - 16:35	Introduction – Jaime Smith , Programme Director – Schools Division
16.35 - 16.55	Presentation – the Honourable Stuart Lawrence , former teacher, campaigner, author and speaker
16:55 - 17.10	Presentation – Rosan McCall , Therapist, Schools Outreach Service, AFC
17.10 - 17:30	Presentation – Wonu Adedoyin-Salau , Assistant Headteacher, St Bonaventure's school
17.30 – 18.00	Q&A chaired by Jaime Smith
18:00	Closing remarks from Jaime Smith

Anti-racism and mental health: Resources

Anna Freud National Centre for Children and Families

Anti-racism resource series

Microaggressions: staff presentation and guidance

Anna Freud National Centre for Children and Families

Anti-racism resource series

Teaching curriculum topics linked to racism and handling racist world events

Improving school staff knowledge and confidence

Podcasts, videos, TV and film

Title	Link
Black & British: A Forgotten History - David Olusoga	Watch
The School That Tried to End Racism - Channel 4	Watch
Subnormal: A British Scandal - BBC	Watch

Anna Freud National Centre for Children and Families

Introduction

Children and young people can experience racism in many different forms. It can include verbal abuse and name-calling; racist comments during a discussion or encouraging others to behave in a racist way. Sometimes racism can include damage to property, physical intimidation or violent attacks.

In other incidents, children and young people may be ridiculed because of cultural differences like food, dress or language, or they may be excluded from activities. Racist incidents can include the distribution of racist material, racist jokes and cyberbullying.

As well as facing racism from their peers, some young people may experience racism from adults, as well as dealing with structural or systemic racism.

Mind's 'Not making the grade' report found that over half of those from Black and Black British backgrounds (55%) and mixed ethnic backgrounds (57%) had experienced racism at school, as had over a third (36%) of young people from Asian or Asian British backgrounds.¹

Racism can also take the form of **microaggressions**. Find out more about microaggressions in our [presentation resource](#).

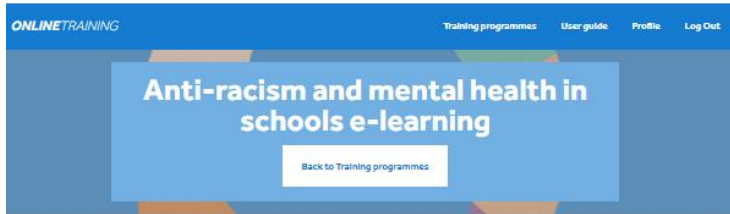
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If people believe they won't be racially targeted at school, then the anxiety and other mental health issues will lessen.

- Student²

¹Mind. Not making the grade: why our approach to mental health at secondary school is failing young people. 2021. <https://www.mind.org.uk/about-us/press-releases/not-making-the-grade/>
²All quotes in this resource come from the Anna Freud Centre's survey on racism and mental health. A total of 796 respondents aged 13 to 20 completed the survey between 23rd September and 11th October 2021.

Anti-racism and mental health: E-learning



Modules



What do we mean by representation in schools?

The term 'representation in school' in the context of anti-racism, refers to the extent to which the demographics of the pupils in a school or college are reflected in the leadership team, the staff and in curriculum content.

A lack of diverse representation in the staff and curriculum can be demotivating for children and young people, creating a lack of connection or feelings of isolation and disengagement.

Creating an inclusive culture in a school through representation enables staff, children and young people from diverse communities to feel valued and a part of the whole school community.

Making race and diversity issues part of the curriculum ... helping to provide safe places where people can talk and get advice ... more books about ethnic minority people and cultures and by ethnically diverse authors should be made available and be promoted.

- Student, Anna Freud Survey 2021

Question 1

In 2019, what percentage of headteachers in UK schools were white British?

- 55%
- 92%
- 87%
- 99%
- 67%

Submit

Share your thoughts with us

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Building A Whole School Approach To Anti-Racism

*the Honourable Stuart Lawrence -
former teacher, campaigner, author
and speaker*

A clinical lens to promoting an anti racist school culture

*Rosan McCall –
Therapist - Schools Outreach Service*

Introduction

Creating an anti-racist school culture is an emotive subject, as racism requires the examination of authentic personal bias and the damage in apparently paying attention to this without any attention to power and hierarchy.

Exploring anti racism in school from a clinical lens pays attention to trauma, the impact on mental health and the loss of epistemic trust between pupil and school system.

Therapeutic engagement requires sensitivity to the multiple belief levels within the school community and the ability to navigate between them.

Becoming Trauma aware and fostering sensitivity

- Robust Safeguarding policies that pay attention to incidences of racism and potential trauma (the need to assess all cases individually).
- Introduction of a Trauma Framework into safeguarding practices. James & MacKinnon 2012 offer “Ten Principles..” (1) that explains the differences between big and small, simple and complex trauma.
- Embedding Safety across all contexts of the school systems
- The importance of managing sensitively the impact of events in the community both local and national on students.

Anti Racist school culture

- The importance of diverse representation at all levels of the organisation reflective of the school community
- Strengthening the relationship between school and home across all Key Stages
- Respect for cultural diversity - including celebration of difference, beyond tokenism, e.g. actively including the community to bring it to life.
- Awareness of invisible differences - Sensitivity to individual perceptions of race in terms of self-identification, e.g. of being African with a “white” presentation.
- Explore and deconstruct cultural attitudes and beliefs within minoritized groups of shadism, skin hierarchy and privileges.

Trust in the therapeutic relationship

Creating a safe enough context in which to explore difficult conversations about racism with victims and perpetrators alike – the importance of curiosity

Containment of anxiety evoked by allegations that may shut down curiosity.

The need to develop trust in order to explore issues of Loss, Grief and Healing within the context of racism.

Sensitivity to cultural narratives and beliefs (cultural narratives around Mental Health and access to support services)

Intergenerational trauma may impact on issues of developing trust with professionals (e.g. children / young peoples and parents views of talking to teachers or seeking help from school staff surrounding experiences of racism)

Thinking outside the box – some ideas

- Family groups in schools foster positive relationship between school and home and community. Destigmatises mental health and promotes trust across all cultural groups.
- An idea postulated by Taiwo Afuape and Shanea Kerry Oldham(2) – Post George Floyd movement of “Black Lives Matter” to draw on Liberation Psychology and transformative justice to address institutional and community violence in young Black lives. To advocate for naming oppression, reconnecting to collective history of solidarity and resistance.

Building an anti-racist school culture – diversity in the curriculum

*Wonu Adedoyin-Salau –
Assistant Headteacher, St Bonaventure's
school*

Our Chief Aims

- Aim - overturn forms of racialised disadvantage in in our teaching and learning practice; most specifically - curriculum design.
- To interrogate our practices and transform them where necessary.



Understanding your context:

A significant part of our work has been understanding our school context, local context and the national context.

Every school has unique challenges and it is important to recognise this when embarking on any journey towards a change in school culture.

National Context

National Figures

- 92% of staff are white
- 7% of staff are Black, Asian, Minority Ethnic
- 1% of staff are of mixed ethnicity

Teaching sees a higher than average number of white staff (compared to total workforce)

In London, 26% of school staff are from Black, Asian or minority ethnic backgrounds. 40% of the London population identify as BME.



[Link](#)

Who are we?

• Students

How many first languages are spoken by students in St Bonaventure's?

a) 17 b) 22 c) 28 d) 31

How many ethnicities are identified by families in St Bonaventure's?

a) 11 b) 19 c) 29 d) 35

• Staff

How many first languages are spoken by staff at St Bonaventure's?

a) 12 b) 16 c) 18 d) 19

How many ethnicities are identified by staff at St Bonaventure's?

a) 6 b) 9 c) 12 d) 14

Newham Context

	Newham		London	
	Count	%	Count	%
Arab	4,732	1.3	146,572	1.6
Bangladeshi	45,259	12.4	263,556	2.9
Black African	40,439	11.1	669,217	7.3
Black Caribbean	14,837	4.1	346,086	3.8
Chinese	5,984	1.6	158,737	1.7
Indian	53,917	14.8	654,653	7.1
Other Asian	24,134	6.6	518,236	5.6
Other Black	9,533	2.6	214,057	2.3
Other Ethnic Group	10,317	2.8	224,729	2.4
Other Mixed	6,035	1.7	167,217	1.8
Other White	49,660	13.7	1,457,978	15.8
Pakistani	35,777	9.8	281,377	3.1
White & Asian	4,127	1.1	132,736	1.4
White & Black African	4,013	1.1	86,605	0.9
White & Black Caribbean	4,108	1.1	141,984	1.5
White - British	47,844	13.2	3,552,634	38.6
White - Irish	2,835	0.8	186,955	2.1

Newham Census 2020

Key Concepts

Systemic Racism

The collective failure of an organisation to provide an appropriate and professional service due to colour, culture or ethnic origin of service user.

Diversity

The fact of many different types of things or people being included in something; a range of different things, ideas, perspectives or people.

Hegemonic privilege

The benefits unconsciously enjoyed and consciously perpetuated from being or being perceived as part of a majority group.

Racism

a conscious or unconscious prejudice against an individual or group based on their identity.

Intersectionality

is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

BAME

Black Asian and Minority Ethnic (includes white minority ethnic and is largely considered an unhelpful term)

Equity

the quality of being fair and impartial.

The Journey So Far

June 2020

A Lewis, M Roddy and W Salau attend the *Race in Newham* session.
A Lewis and W Salau lead a *Race and Representation* CPD for all staff virtually

December 2021

W Salau and S Patel host Good Practice briefing for staff on *Diversity in The Curriculum*

March 2022

Anna Freud's framework for helping school staff increase their confidence and knowledge of anti-racist practices with contributions from a number of education professionals including W Salau.

[Link to all frameworks.](#)

November 2021

M Roddy and W Salau invited to speak on Anna Freud's podcast series entitled 'Racism and Mental Health' for education professionals
Anna Freud Podcast
[M Roddy](#) - Why Representation Matters
[W Salau](#) - Black British Culture and Language in Schools

January 2022

W Salau and S Patel lead whole school CPD on [Diversity in The Curriculum](#)

- *Working Party is set up with a representative from each curriculum area*
- *Sessions run on a fortnightly basis*
- *Pupil conversations*
- *SOW reviews*





M Roddy and N Jobbins deliver Whole Staff Inset: Promoting Inclusive Behaviour








Case Study: English Department

Case Study: The English Department

2017	KS5 - Langston Hughes chosen as the set text for the close reading NEA task - provides students with an insight into the Harlem Renaissance and the black experience in 1920s/30s America.
2018	Introduce <i>Fences</i> on to the KS5 NEA and create opportunities to look at dialect/ language/ culture.
2019	KS3 Yr 7 -We decided that we wanted to introduce a new text on to the Year 7 Curriculum. We felt that <i>My Sister Lives On A Mantelpiece</i> was no longer challenging enough for our students. Yr8 - We changed <i>The Outsiders</i> to <i>Coram Boy</i> - a text by a woman of colour that explores the rich (and often forgotten) history of the foundling hospitals in 18th century England. Yr 9 - <i>Age of Imperialism</i> Unit is birthed.
2020	KS3- Yr 9 - Planning and some teaching of <i>The Age of Imperialism</i> - looking at Victorian Attitudes to Race, Gender, Religion, Science and Class Creation of <i>Navigating Derogatory Language Policy</i> We made the decision that we would be removing <i>Of Mice and Men</i> from the KS3 curriculum
2021	KS5 - The search begins for a new text for Year 9. Main contenders are <i>The Giver</i> and <i>The Dark Lady</i> <i>Diversity in The Curriculum Working Party</i> starts - well attended by the English Dept
2022	Changes to NEA - students given a choice to explore a diverse collection of poems and autonomy over the poem they decide to analyse. Pupil voice conversations - students feedback on how curriculum and the changes they would like to see.

Useful Resources

 <p>Anti-racist mathematics teacher education</p> <p>Marysister Jappin On 29 August 2020 thousands marched through Washington DC to mark the 50th</p>	 <p>Interrogating the Tensions of Becoming Antiracist Mathematics Teacher Educators via Critical Friendship and Rehearsals</p> <p>Courtney Dover and Laura Bilo Abstract In this article, we explore our experienced tensions as</p>	 <p>Gypsy Roma Traveller Book List</p> <p>Education and Allyship Toolkit</p>	 <p>Bangla stories</p> <p>Education and Allyship Toolkit</p>
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 <p>5 Steps seminars</p>	 <p>Anti-racism policy template</p>	 <p>Diversifying the curriculum to increase representation</p>	 <p>Gathering student voice on racism and mental health in schools</p>	 <p>How to practise cultural exchange in schools</p>
 <p>Improving school staff knowledge and confidence around anti-racism</p>	 <p>Mentally Healthy Schools</p>	 <p>Microaggressions: staff meeting presentation and guidance</p>	 <p>Reviewing existing school policies with an anti-racist lens</p>	 <p>Schools in Mind seminars</p>

Tom Sherrington

Representation across the curriculum: How do we capture the diversity of perspectives in literature, art and music, for example – whilst also teaching a set of cornerstone canonical works? Are they at odds? What goes in; what goes out?



Reading

A Catholic Community

- [Responding to the Sin of Racism](#) (US Bishops)
- [Pope Francis on the death of George Floyd: We cannot tolerate defend life](#)
- [5 Quotes From Pope Francis on Racism, Xenophobia and Immig](#)

Race and Education

- [Wider Reading List](#)
- [Student Reading List](#)
- [Preventing Bias in the Classroom](#)
- [Brilliant Club - Decolonising the Curriculum tool-kit](#)
- [Practical Steps To Creating a Safe Working Environment for BAME/Black colleagues](#)
- [Three ways for UK schools to improve their race relations now](#)
- [Underachievement of Black Caribbean Boys](#)

What do we do with a variation?

By James Berry

What do we do with a difference?

Do we stand and discuss its oddity

or do we ignore it?

Do we shut our eyes to it

or poke it with a stick?

Do we clobber it to death?

Do we move around it in rage

and enlist the rage of others?

Do we will it to go away?

Do we look at it in awe

or purely in wonderment?

Do we work for it to disappear?

Do we pass it stealthily

or change route away from it?

Do we will it to become like
ourselves?

What do we do with a difference?

Do we communicate to it,

let application acknowledge it

for barriers to fall down?



Thank you



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