**Introduction:**

Since June 2020 there has been a focus on Black Lives Matters, which was originally used as a hashtag on social media in 2013; the murder of George Floyd brought this to worldwide attention again in 2020. Key messages have been about racism and being anti-racist, with organisations looking at how effective they are at identifying racism and tackling it within.

Schools have a significant role in ensuring that race equality/equity is part of the education and development of children and young people. Further, in line with the Public Sector Equality Duty, they must ensure that students are being taught in an environment that is promoting their well-being and recognising and valuing their identities.

**What is racism?**

The belief that different races possess distinct characteristics, abilities, or qualities, especially to distinguish them as inferior or superior to one another.

**What is anti-racism?**

Anti-racism refers to a form of action against racial hatred, bias, systemic racism, and the oppression of marginalised groups. Anti-racism is usually structured around conscious efforts and deliberate actions to provide equitable opportunities for all people on an individual and systemic level.

**What is race equality?**

Racial equality occurs when institutions give equal opportunities to people of all races. In other words, regardless of physical traits such as skin colour, institutions and are to give individuals legal, moral, and political equality.

**What is race equity?**

Racial equity is a process of eliminating racial disparities and improving outcomes for everyone. It is the intentional and continual practice of changing policies, practices, systems, and structures by prioritising measurable change.

There is a need to recognise individual Black staff members or pupils/parents do not represent and should not be expected to be the voice of all Black people.

**We all hold multiple social identities simultaneously, such as race, gender, and sexuality. Intersectionality examines how multiple oppressed identities interact to create overlapping and compounding systems of disadvantage. It is important to recognise and respect the individual lived experiences of members of the whole school community.**

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| **Area** | **Criteria** | **Red – What we are not doing?** | **Amber – What could be improved?** | **Green – We are doing this and how?** |
|  |  | **Please provide evidence to RAG rating.** | **Please provide evidence to RAG rating.** | **Please provide evidence to RAG rating.** |
| **Leadership** |  |  |  |  |
| School Ethos/Vision | Does the school/college realise, recognise, and respond to the widespread emotional needs and development of pupils that prevents re-traumatisation and supports the emotional wellbeing and educational growth of all pupils? |  |  |  |
| Policies | Is race equality explicitly referenced in a range of policies?For example, but not limited to, uniform policies which might disadvantage Muslim girls wearing hijabs, Afro hair styles or different coloured hair which is more noticeable in Black students. |  |  |  |
| Is there a clear policy for recording incidents including bullying & language? |  |  |  |
| Is there a clear system for monitoring? |  |  |  |
| Is there a strategy to support pupils at risk of exclusion and to prevent and explore alternatives to exclusions?Is there particular attention to the disproportionality of exclusion for Black pupils, including Gypsy, Roma and Traveller pupils?Is there a focus on attainment of pupils from Black, Asian or Multi-ethnic backgrounds? |  |  |  |
| Does the SLT monitor exclusions by ethnicity and analyse trends with governors? |  |  |  |
| Do you have a Governor who leads on Equality, Diversity and Inclusion, to include anti-racism? |  |  |  |
| **Teaching & Learning** |  |  |  |  |
| Curriculum | Which subjects currently reflect global influences? Does history include age-appropriate lessons on the history of Britain, to include slavery and colonialism? (For example, include a focus on Black History pre-slavery such as the Mali Empire as this challenges the deficiency model that often presents Black people as victims without agency).   |  |  |  |
| Does your curriculum reflect anti-racist teaching? Is this embedded across the whole curriculum (not just history)?  |  |  |  |
| Is there flexibility within the PSHE curriculum to respond to local context and/or current events, e.g., Black Lives Matter, war in Ukraine? |  |  |  |
| Does your RSE curriculum include how stereotypes, in particular stereotypes based on race, can cause damage (e.g., how they might normalise or encourage prejudice)? |  |  |  |
| Do books in your school explore a range of issues such as justice, equality, migration, displacement, and challenge bias and stereotyping and racism?Is teaching about racism, stereotyping and prejudice planned for across the curriculum and discussed openly and sensitively? |  |  |  |
| Do the subjects realise, recognise and respond to potential traumas and adversity that families from marginalised backgrounds could have faced/be facing?  |  |  |  |
| Which subjects include the positive contributions of Black and minority ethnic groups through history and in contemporary society? Do you use a range of diverse role models? |  |  |  |
| How does the approach to teaching and to assessment enable Black pupils to have high expectations?How can you empower Black pupils to feel comfortable about aiming high? |  |  |  |
| How are schemes of work peer reviewed for equalities content? |  |  |  |
| How do you reflect the perspectives and contributions of Black and other minority ethnic groups all year round? |  |  |  |
| Do you use contemporary and historical examples of positive role models? |  |  |  |
| Are you using opportunities to include throughout the year and not just Black History Month/Gypsy, Roma and Traveller History Month, etc? |  |  |  |
| School culture & environment  | Is there training for ALL staff? |  |  |  |
| Does this training discuss/promote racial equity and racial equality? |  |  |  |
| Is training renewed regularly? |  |  |  |
| Do you use outside agencies to help deliver training, e.g., Stephen Lawrence Centre? |  |  |  |
| Does the school recognise the importance of using teaching and learning to foster an understanding of the multicultural society in which we all live? |  |  |  |
| What is already in place and going well with conversations about race, racism and racist stereotypes and model an openness to exploring an increased focus on anti-racist practice across the institution? |  |  |  |
| How are pupils and parents given clear, affirmative and consistent messages about the benefits of bilingualism, which aim to eliminate misconceptions about bilingualism as a 'problem?' |  |  |  |
| Do your displays reflect the diversity of languages and cultural identities of communities in modern Britain? |  |  |  |
| **Power & Voice** |  |  |  |  |
| Pupil Voice | Do pupils from marginalised back grounds feel safe and able to vocalise their experiences? How does the school support them to feel valued and heard? |  |  |  |
| Do all pupils have equal opportunities to discuss race and ethnicity? Are they actively involved in developing anti-racist mindsets and behaviours?  |  |  |  |
| Dealing with incidents | Do you have an easily accessible directory of support services that covers all aspects of a young person’s/family needs? |  |  |  |
| Are there clear guidelines in your school for parents/caregivers to report instances of racism, harassment, victimisation and any other needs that they may be suffering? Do you promote the support of local services? |  |  |  |
| Are staff provided with adequate training that supports them in having the confidence and skills to realise, respond, resist and prevent re – traumatisation in the school? |  |  |  |
| **Wellbeing & belonging** |  |  |  |  |
| Wellbeing & Belonging | Do you provide opportunities to reflect on stereotyping during practice? |  |  |  |
| Is training on stereotypes provided? If so, do you cover unconscious biases? |  |  |  |
| How does the school enable staff and pupils to understand and vocalise how to keep themselves safe from everyday risks such as racist, sexist or homophobic abuse, sexual exploitation or grooming? Do staff and pupils feel safe and confident to report bullying and/or abuse? |  |  |  |
| Are staff aware of how different genders experience things such as racism, sexism and homophobia differently? How do you support your staff team to prevent stereotypes and identify best practice? |  |  |  |
| What is being done to enable pupils and staff to feel safe to express their cultural identities? Do pupils and staff feel like insiders or outsiders? How would you know? |  |  |  |
| Community & Culture  | How can you draw on community resources, parents or local campaigns to plan action to respond to racism in the community? |  |  |  |
| How does your school demonstrate understanding of ALL cultures and religions in your community? Do you celebrate festivals and special days? |  |  |  |
| How do parents feel the setting is inclusive and welcoming for their child/ren? |  |  |  |
| How do you capture the voice of parents and use this to inform future practice? |  |  |  |
| How does the school keep up to date with patterns of racism in the community and act to work on contemporary issues which will be affecting pupils? |  |  |  |
| How can the school support refugees/asylum seekers and challenge the increasingly negative stigmatisation and stereotyping of refugee families? |  |  |  |