**Introduction:**

Since June 2020 there has been a focus on Black Lives Matter, 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 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 children 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 marginalized 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.

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.

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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 recognise that supporting emotional needs and development of pupils is vital for both wellbeing and learning outcomes? |  |  |  |
| Policies | Is race equality explicitly referenced in a range of polices? |  |  |  |
| 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? |  |  |  |
| **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? |  |  |  |
| Which subjects include the positive contributions of Black people through history and in contemporary society? 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? |  |  |  |
| Is Black History Month in October the only part of the year/ curriculum where there is a focus on the contributions of Black citizens/communities to British and global history or contemporary society? Are you using opportunities to include throughout the year? |  |  |  |
| School culture & environment | Is there staff training re: Race equality?   |  | | --- | |  | |  |  |  |
| Is training renewed regularly? |  |  |  |
| 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 children and parents given clear, affirmative and consistent messages about the benefits of bilingualism, which aim to eliminate misconceptions about bilingualism as a 'problem?' |  |  |  |
| **Power & Voice** |  |  |  |  |
| Pupil Voice | Do Black, Asian and Multi-ethnic pupils feel safe and able to vocalise their experiences and what makes them feel included/excluded within the staff community and whether they feel valued/ marginalised? What actions could come from this? |  |  |  |
| 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 staff feel supported and know how to access support for individual pupils who are struggling? |  |  |  |
| Are there clear guidelines in your school for parents to report instances of racism, racial harassment or victimisation? |  |  |  |
| Are parents confident to report concerns? |  |  |  |
| Do staff have the confidence and training to appropriately challenge racist language and racist incidents? |  |  |  |
| **Wellbeing & belonging** |  |  |  |  |
| Wellbeing & belonging | How could you build in time for colleagues to talk together about the impacts of stereotyping? How is racism experienced differently by boys and girls, or by pupils that might identify as LGBT+? |  |  |  |
| 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 abuse? |  |  |  |
| What is being done to enable pupils to feel safe to express their cultural identities? |  |  |  |
| Do pupils feel like insiders or outsiders? How would you know? |  |  |  |
| Community & Culture | How can you draw on community resources, Black parents or local campaigns to plan action to respond to racism in the community? |  |  |  |
| How does your school demonstrate understanding of the 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 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 and challenge the increasingly negative stigmatisation and stereotyping of refugee children and families? |  |  |  |