

Anti-Racism Forum

Session 2 - Tuesday 15th November 2022



Reflections

Why are you here today?

What do you want for yourself and/or your children?

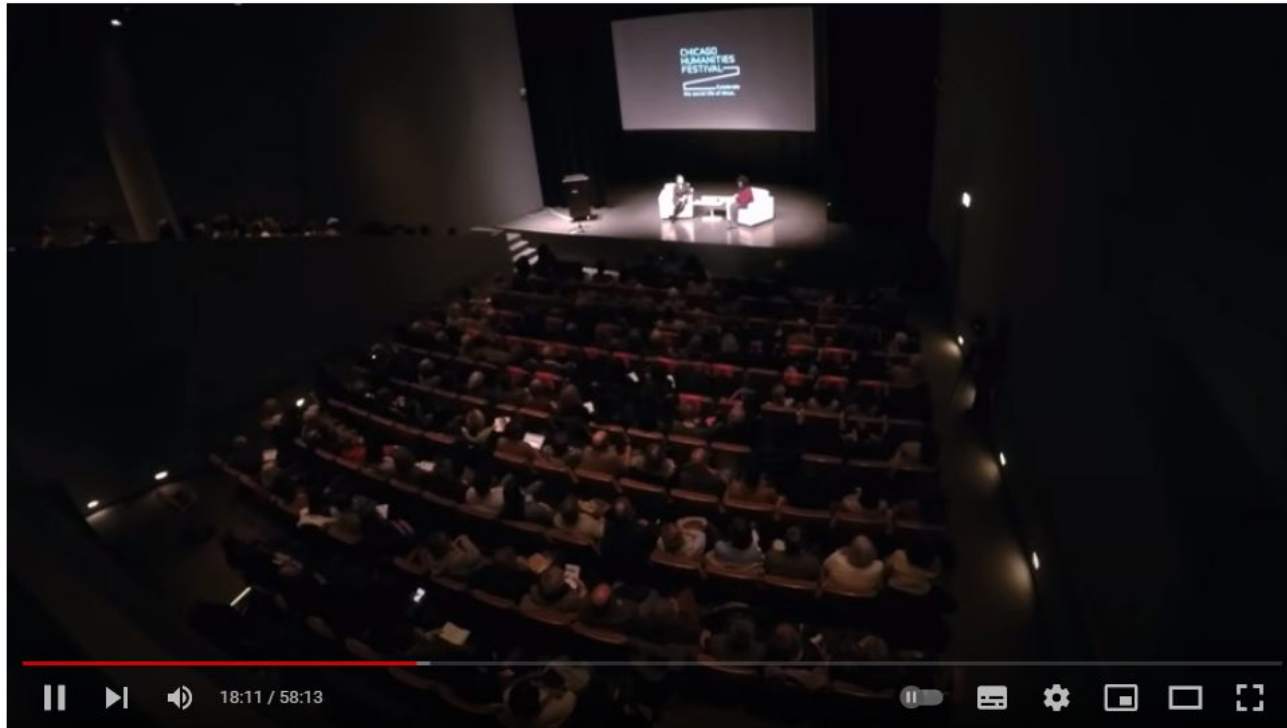
What challenges do you see for yourself, your child and our community?



This is a Safe Space - we are here with a shared goal

1. Use respectful and inclusive language
2. Ask open questions without being personal
3. Be mindful of privacy
4. Avoid assumptions
5. Challenge biases
6. Be aware of your privilege and perspective
7. Practise self-care

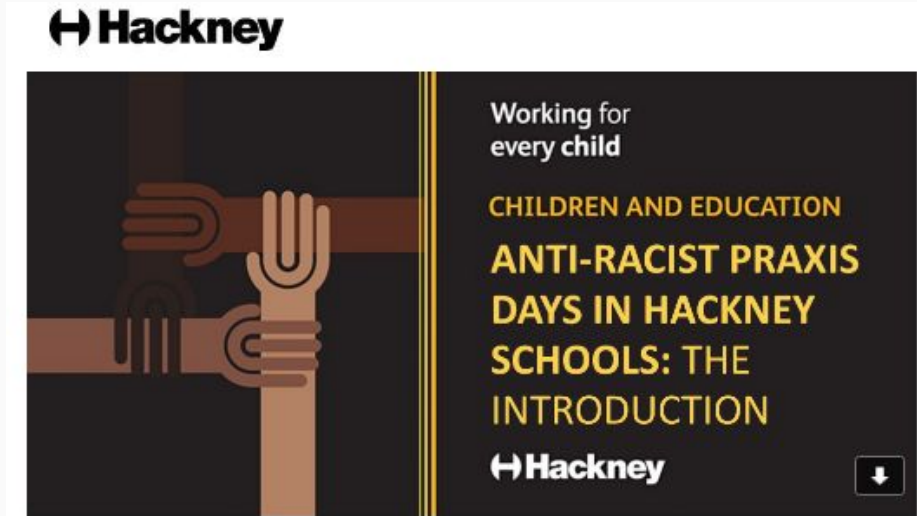
Clip: analogy for what it means to be actively anti-racist Start - 18:07 End - 22:28



Beverly Daniel Tatum: Why Are All of the Black Kids Sitting Together in the Cafeteria?

<https://www.youtube.com/watch?v=PGZniOuoREU>

Updates - Springfield's recent engagement in anti-racism learning



- how can parents, carers and educators talk to children about systemic racism in a way that is appropriate and accessible to children at different developmental stages?
- how do we encourage pride in race and heritage in a personalised and meaningful way?
- how do we continue to ensure our children see role models who represent them in our curriculum and community?
- how do we balance sharing the truth about challenges with a sense of hope for the future and empowerment?

Session outline

Focus 1: our curriculum

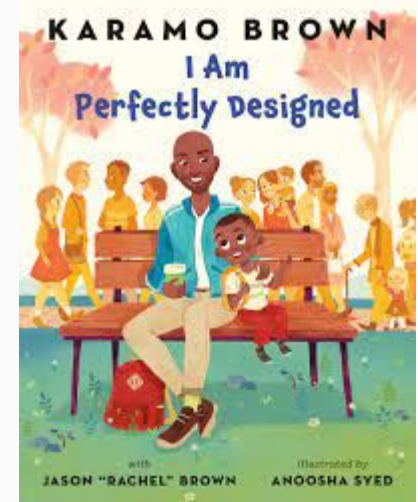
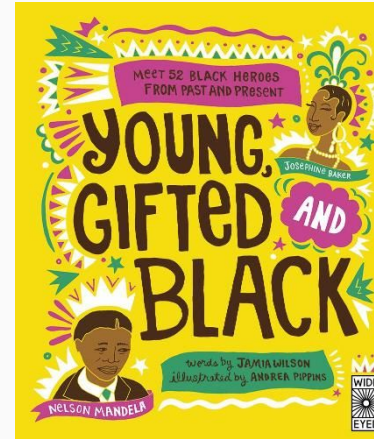
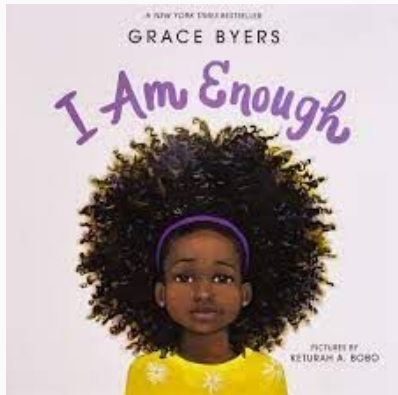
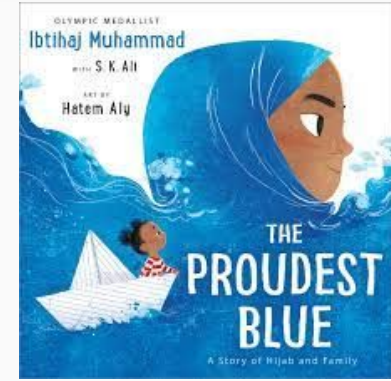
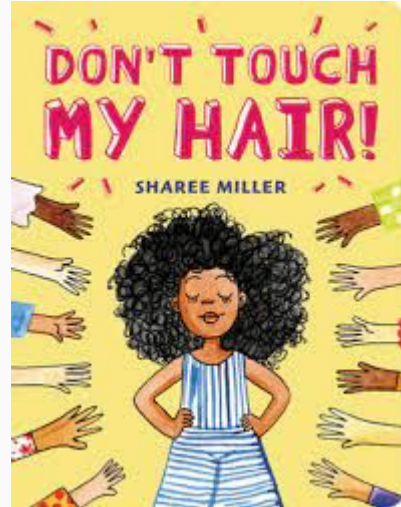
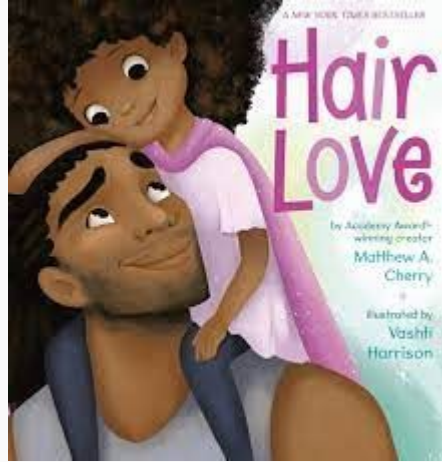
Focus 2: exploring practical resources aimed at children

Focus 3: exploring practical resources aimed at adults

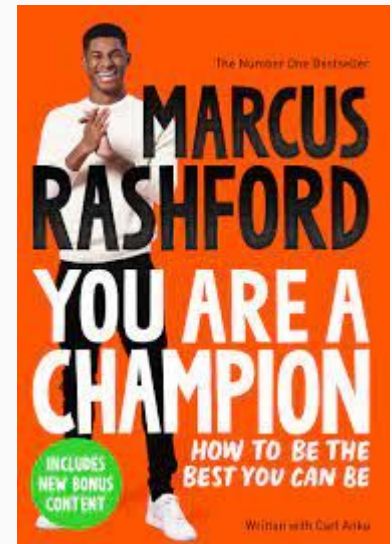
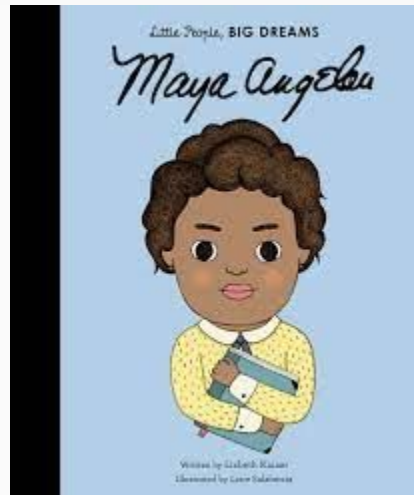
Focus 4: allyship

Focus 5: sharing - a time to be seen and heard

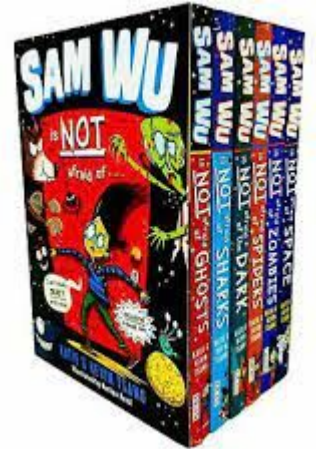
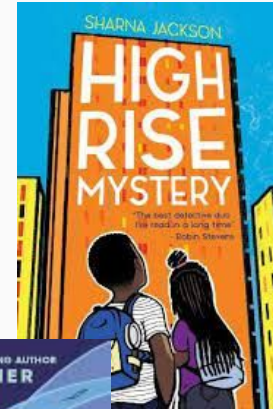
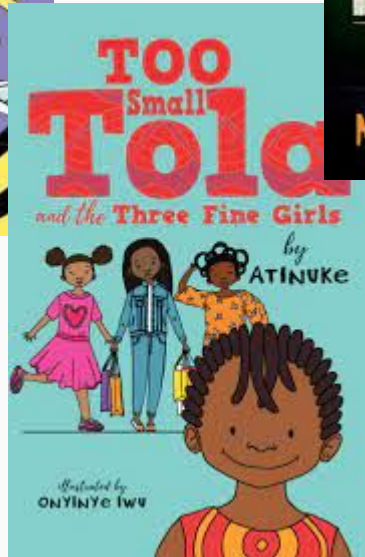
Focus 1: our curriculum - representation and pride



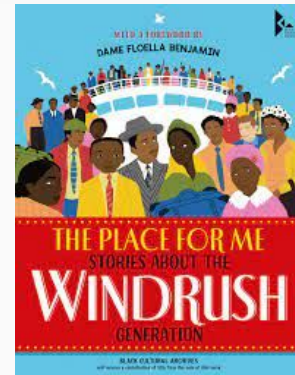
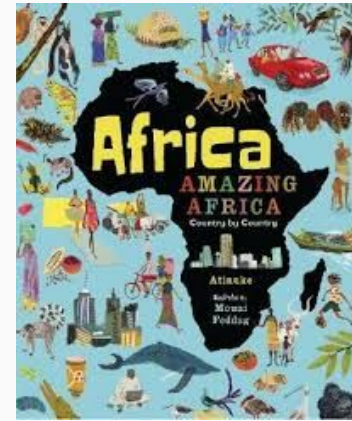
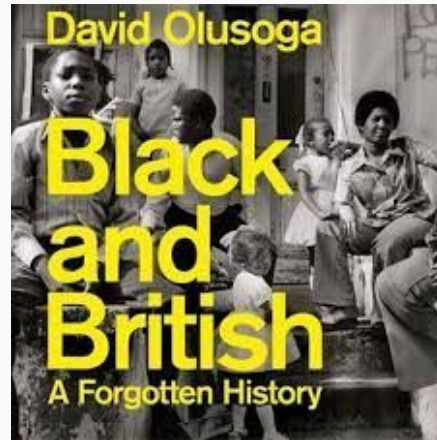
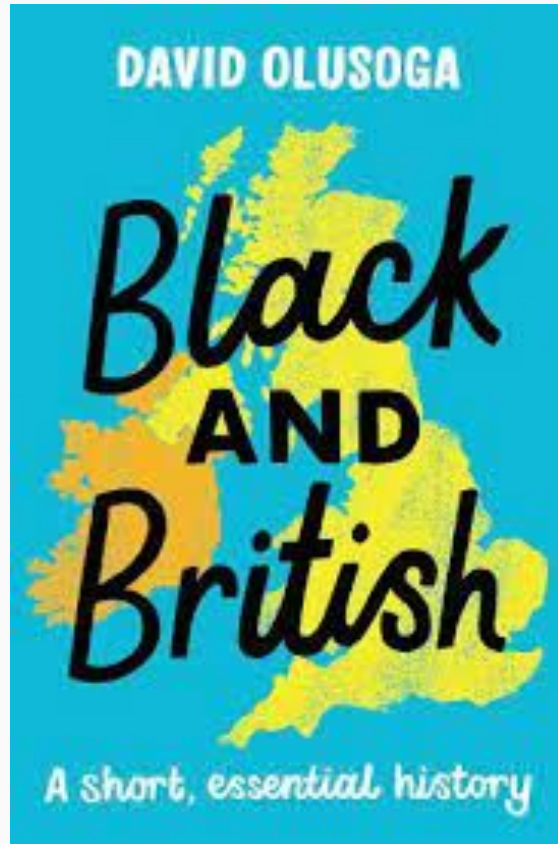
Focus 1: our curriculum - representation and inspiration



Focus 1: our curriculum - representation in characters



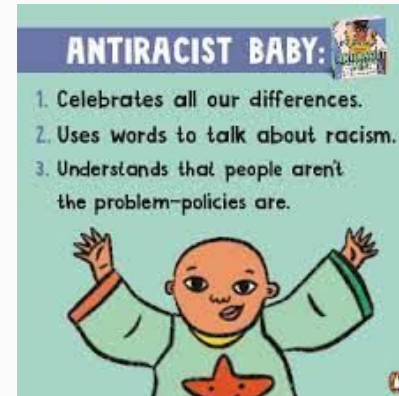
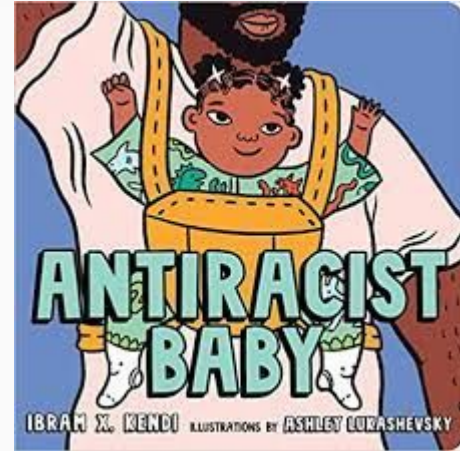
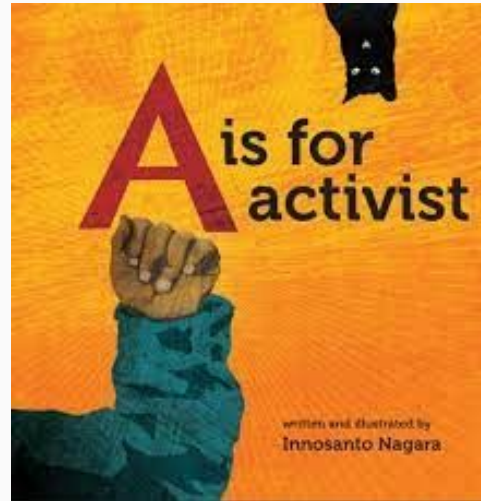
Focus 1: our curriculum - teacher subject knowledge in history and geography



A Journey through Hackney's
African and Caribbean History on Film
with spoken word by Bad Lay-Dee

A Journey through Hackney's African and Caribbean History (with spoken word by Bad Lay-Dee)

Focus 2: exploring practical resources (children)



Focus 2: exploring practical resources (children)

BBC Newsround: History of Racism

<https://www.bbc.co.uk/newsround/52965984>

A Journey through Hackney's African and Caribbean History:

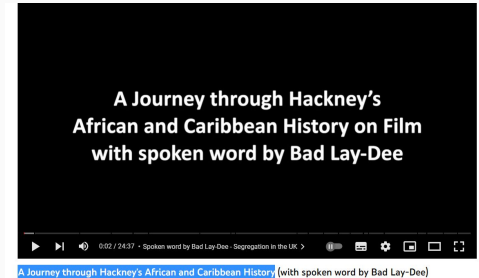
<https://www.youtube.com/watch?v=opVXPauKd3A>

NSPCC:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

Upstander song:

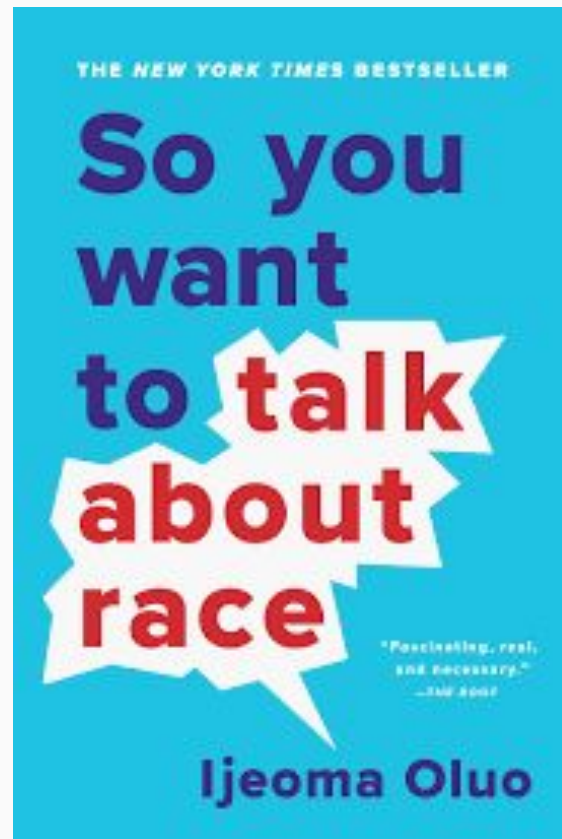
<https://www.chicagoparent.com/education/at-home-learning/anti-racism-videos-for-kids/>



Sesame Street: How to be an Upstander to Racism Song



Focus 3: exploring practical resources (adults)



Focus 3: exploring practical resources (adults)



Me and White Supremacy

How to Recognise Your Privilege,
Combat Racism and Change the World

LAYLA F SAAD

Me and White Supremacy by Layla Saad

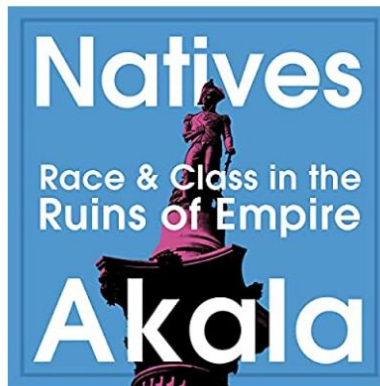
"This book is not simply for reading, it's a 28 day work book and it's a very real and tangible way to become involved in anti-racism work. No more white people excusing ourselves as one of the good ones, no more thanking black, anti-racism teachers on instagram and then doing nothing ourselves, no more performative social media posts, no more white tears. We need to do the work and this book by Layla Saad is an excellent tool to begin that work." - Michelle

"Despite the discomfort, I highly recommend the process to anyone interested in combating racism and wanting to understand what they can do to make society more equal and socially just from an individual level." - Ms Rayya Ghul



[Me and White Supremacy](#)

Layla Saad



Natives by Akala

"This book is both an excellent account of the experiences of a mixed-race boy growing up in 80's/90's London as well as a dig deeper in to the Empirical history of England and how that has shaped the nation's views on race and colour and how they continue to manifest themselves today." - Ross Clark

"This is the kind of education that ought to be taught in schools. Akala is intellectual and authentic. An honest view of colonialism, classism and racism, from a perspective that matters." - Meg Connell

"This book told the story of the relationship between class and race excellently especially in the UK." - Anonymous User



[Natives](#)

Akala

Focus 4: allyship

<http://www.ywcahbg.org/sites/default/files/manage%20r/10%20Things%20Allies%20Can%20Do.pdf>

10 Things ALLIES Can Do

An "ally" is someone who has privilege, but chooses to stand for and with marginalized communities* by taking tangible, ongoing actions to dismantle systems of oppression.

*"Marginalized communities" are those who are targeted by oppression, including but not limited to: people of color, Muslims, immigrants, refugees, LGBTQ people, women and people with disabilities.

1 LISTEN

Listen to what marginalized people are saying – face-to-face, on your social media feed or in the articles you read. It's not about you, your feelings or opinions; it's about hearing theirs.

Seek out books, articles, films, etc. about the history and current issues facing marginalized communities, and attend formal anti-oppression trainings.

3 GET INVOLVED

Join local groups working for social justice. Subscribe to their e-mail lists, follow them on social media and show up to support their work.

2 GET EDUCATED

When someone is being targeted – physically or verbally – intervene only with their permission. Focus on supporting them rather than engaging the aggressor.

5 SPEAK UP

When a friend, family member, co-worker or stranger says something hateful or ignorant, call them out on it. Silence allows oppression to continue.

4

When someone from a marginalized community invites you to an event, go – be there to listen, learn and show your support.



SHOW UP

6 INTERVENE

When you encounter something that makes you uncomfortable, don't dismiss it. Sit with it, ask yourself "why?" and welcome it as an opportunity to grow.

8 LEARN FROM YOUR MISTAKES

You will make mistakes. When someone calls you out, don't get defensive. Listen, apologize and change your behavior going forward.

9 STAY ENGAGED

Even when the work gets difficult, stay engaged. Oppression is constant, and marginalized people do not have the privilege of "turning off".

7 WELCOME DISCOMFORT

Seeking to be an ally is an ongoing journey, and this list simply represents a starting point. Please refer to the below sources which informed this list, and continue to seek out and practice ways that you can be an ally.

Sources:
Isobel DeBruin, "So You Want to Wear a Safety Pin"
Jamie Utt, "So You Call Yourself an Ally: 10 Things All 'Allies' Need to Know"
Southern Poverty Law Center, "Speak Up: Responding to Everyday Bigotry"

10 DONATE

Commit to financially support a local organization doing social justice work in your community; not just once but on an ongoing basis.



YWCA IS ON A MISSION



HOME /

For Allies

Words to know

1. **Ally** - *Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.*

2. **Anti-Racism** - *Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.*

3. **Discrimination** - *The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.*

WHITE PRIVILEGE



"I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race."



"I do not have to educate my children to be aware of systemic racism for their own daily physical protection."



"I am never asked to speak for all the people of my racial group."



"I will feel welcomed and 'normal' in the usual walks of public life, institutional and social."



"If I have low credibility as a leader I can be sure that my race is not the problem."



"I can worry about racism without being seen as self-interested or self-seeking."



"If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones."

When Discussing Race.....

Keep in Mind

1. Acknowledge the importance of race in your students' lives.
2. Dispel ideas about a biological basis for race.
3. Read up on the history of race as a social construct and means of control.
4. Create a safe environment with clear communication guidelines.
5. Identify common roadblocks to productive discussion.
6. Recognize that disparities exist but need not persist.
7. Speak from your own experience.
8. Create opportunities for students to speak from their own experience.

An incomplete guide to being an ally in education - by Sarah Sarwar, Lister Community School

Focus 4: allyship

Talk to your colleagues and friends of colour. Not so they can take on the emotional labour of teaching you. But so that they know that in you, they have an ally. Be a person that they can call on. That takes work, recognise that and begin. They have stories to tell. Listen to them.

An incomplete guide to being an ally in education - by Sarah Sarwar, Lister Community School

Focus 4: allyship

I can...

I appreciate...

It would be valuable to...



Focus 5: sharing - a time to be seen and heard

I feel...

I fear...

I hope...

I would really appreciate...

My story means that I...

I find it challenging to...

I am hopeful for...

I am working on...

Today, I have learned...


I want to develop my awareness/ understanding of...

My next step is...

Thank you for coming and being part of this vital work.

Together, we can make a difference.

We are stronger together as a community school. It's in our name.

A decorative light blue triangle is located in the bottom right corner of the slide.

Springfield Community Primary School - Anti-Racism Commitment

Introduction and Key Principles

At Springfield, both our staff team and the community we serve are proudly diverse. As a Rights Respecting school, our commitment to Article 2 of the UNCRC - the right to non-discrimination - is unwavering, and underpins everything we do. Our Equality, Diversity and Inclusion Statement sets out our pledge to ensure all children, families and staff members are represented and valued at Springfield.

Springfield is committed to being an actively anti-racist school. Our anti-racism commitment is an important and specific pledge to being proactively anti-racist in three main ways:

1. Advocating for allyship
2. Challenging biases that shape actions and decisions
3. Empowering children with knowledge about systemic racism and how to combat it

Continual Commitment

We know that the work of anti-racism must be sustained over time. Part of our commitment is to continually respond to and participate in meaningful change. For this reason, our objectives will be reviewed regularly and new objectives may arise as we respond to emerging needs in our community.

We commit to ensuring that:
Staff training and development includes how to be anti-racist.
Our PSHE curriculum and wider curriculum actively combats racial stereotypes.
Lessons on racism, allyship and anti-racism are embedded in our curriculum.
We share sensitive and anti-racist responses to local, national and international news relating to racist incidents.
We listen and learn by conducting pupil, staff and family voice surveys with questions directly related to racism.

Anti-racism in other policies and documents

To be a truly anti-racist school, anti-racist framing must permeate all areas of school life. Our behaviour policy references a specific approach to incidents of racism and incidences related to race discrimination. Our curriculum has been designed to include a diverse range of voices and perspectives and to challenge triumphalist colonial narratives. This is responsive work - as new areas of reflection and debate arise, nationally and internationally, we respond because our children benefit from being part of the most current conversation. Our approach to monitoring and evaluating pupil attendance, attainment and progress includes analysis by race to ensure that we respond to any gaps with reflections on cause and actions to take

Springfield Community Primary School - Anti-Racism Commitment

Talking to pupils about race and racism

At Springfield, we share a belief that knowledge and understanding is power. Knowledge of systemic racism empowers all of our children, to advocate for their own rights and to be allies in the fight against racism. We follow guidance from *The Key*, including:

- Having regular conversations about racism - not one-off or infrequent mentions
- Talking to our children of all ages about race and racism
- Not taking a colour-blind approach
- Challenge stereotypes and prejudices without judgement
- Encourage children to ask questions
- Being honest about racism in Britain - past and present

Our staff team is trained in understanding the effect of unconscious bias and the need for an anti-racist approach. Training and resources support members of staff to have sensitive conversations about race and racism, with a shared understanding of key terms.

Responding to incidents of racism and race-related incidents

Racist incidents at Springfield are rare and always recorded. We review and analyse incident reports to spot patterns or trends that require direct action or further investigation. We maintain the highest possible vigilance and do not take an 'it doesn't happen here' approach. We understand that children are learning and that microaggressions and comments based on stereotypes and misconceptions about different races are likely to occur. *How* we respond to these is crucial, so that all children are protected and that incidents result in learning that translates into future actions.

Springfield Community Primary School - Anti-Racism Commitment

Our approach:

Always hear and validate

Nurture and support those who are affected

Teach perpetrators the impact and risk of their actions and how to make amends

Inform parents and carers so support and learning can continue at home

We are a proudly diverse staff team. Where a staff member may feel unfairly treated, misunderstood or discriminated against on the basis of their race, we commit to taking the following steps:

Always hear and validate

Nurture and support those who are affected

Talk with all people affected in pursuit of reflection and restoration

Identify lessons learned, escalate where thresholds are met (CoC) and keep detailed records