

Anti-Racism Forum

Session 3 - Friday 17th November 2023



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

Today

Session aims
and structure

Session aims and outline

Focus 1: our journey so far - context and big picture

Focus 2: definitions of key terms (race, racism, anti-racism)
shared language

Focus 3: exploring practical resources aimed at children

Focus 4: sharing - a time to be seen and heard

What it is and what it isn't

What it is	What it isn't
<p data-bbox="73 314 942 442">Opportunity for learning - key terms and concepts</p> <p data-bbox="73 527 788 587">Time for personal reflection</p> <p data-bbox="73 669 942 797">Laying foundations for future dialogue</p>	<p data-bbox="969 314 1761 369">A session with all the answers</p> <p data-bbox="969 456 1839 584">White leaders explaining how to be anti-racist</p> <p data-bbox="969 669 1742 723">A one-off, tokenistic exercise.</p> <p data-bbox="969 811 1839 936">An expectation of immediate action</p>

Focus 1

Placing today's session in the bigger picture

Our Journey

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.



We are achieving and embedding this on an ongoing basis - this work will be continuous.



We are reaching for this next.

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.

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 and keep detailed records

Anti-Racism Commitment

Session 1 - Wednesday 19th October 2022

Anti-Racism Forum

Session 2 - Tuesday 15th November 2022

Our Springfield Community Commitments



LOVE LEARNING

We are eager and happy to learn and take pride in our progress and achievements.

LEARN TOGETHER

We communicate and work positively with our classmates because we value each other.

BUILD CONFIDENCE

We value ourselves and know that our voices deserve to be respected.

BUILD POSITIVITY

We are resilient, motivated and determined to succeed.

REACH HIGH

We reach for educational and personal success, we value excellence and we have high aspirations for the future.

RESPECT EACH OTHER

We are thoughtful and respectful citizens. We show kindness and tolerance towards others and we aim to make a positive difference to our world.

WE ARE A UNICEF GOLD
RIGHTS RESPECTING SCHOOL



Children's rights are learned, understood
and lived in this school.



Section 1 of 2

Families Survey



We would be grateful for your responses linked to our recently updated e-newsletter and our Anti-Racism Commitment. This survey will not collect your email addresses so there is the option to respond anonymously. However, there is also a space to share your name and email address should you want us to get in touch for a follow-up conversation.

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Our Springfield VERSE



Voice

We use our **voices** to fix problems and stand up for what is right so that everyone feels safe and valued.

Everyone

We include **everyone** and respect everyone's rights so that no one is left out and everyone can learn.

Respect

We treat everyone with **respect** so that our school is a safe and happy place.

Safe

We make **safe** choices so that nothing gets damaged and no one gets hurt.

Effort

We make our best **effort** so that we can learn and be proud of ourselves and each other.

I am a Springfield Citizen

I am respectful

I respect everyone equally.

I show them kindness, fairness and tolerance.

I am confident

I value myself and know

I am unique. I use my voice proudly.

I am collaborative

I work and play positively with others. I know that I can learn from my partner and class team.

I am curious

I encounter new things with an open mind and I ask questions. I seek out new knowledge and want to understand the world I live in.



I am hardworking

I know that my effort affects my success. I try my best in all I do and always want to improve.

I am a valued part of my family, my friendship group, my class, my school community, my local community and my world. I know I have so much to give as I learn and grow. These elements of my character will help me navigate challenges, reflect, take risks and thrive.

My Character Counts



I am positive

I take challenges and face them with resilience and determination.

I am kind

I care about my friends, my family and members of my community. I show them with my words and my actions.

I am reflective

I take time to reflect on what I've done well and feel pride. I take time to reflect of how I can improve and grow.

Our Springfield VERSE 	
	Voice
	Everyone
	Respect
	Safe
	Effort

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

↔ Hackney



practice more than theory

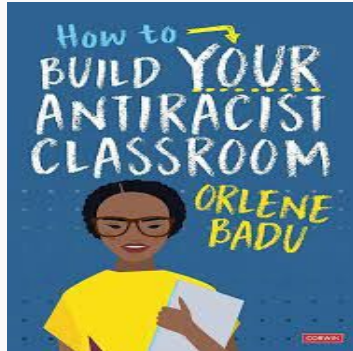


How can parents, carers and educators talk to children about systemic racism in a way that is appropriate and accessible to children at different developmental stages?

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?



Springfield staff team professional development

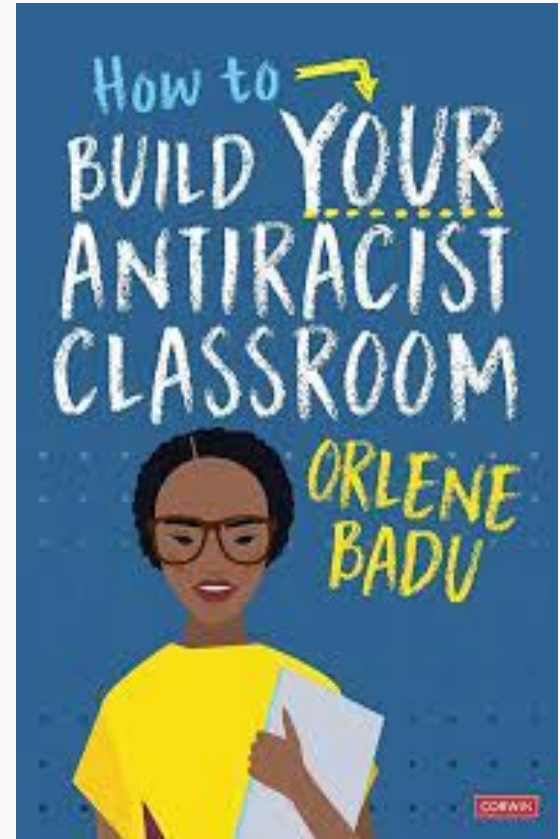
Building knowledge and confidence as adults first

Navigating our own identity and lived experiences as adults who are educators and role models

→ developing explicit parts of the curriculum to teach anti-racism

This book is important for us as educators and for all of the young people we support, champion and advocate for.

This book will also present very clear reasons why this work is important for every school: for rural schools, monocultural schools, diverse schools, single-sex schools, religious schools, state and private schools. In fact, all settings. It is important that we recognise the importance of every child and young person growing into anti-racist leaders of the future. This is the only way we will truly be able to challenge systemic inequalities.



Focus 2

Defining key
terms

Race

Grouping of people together based on what they look like (their visual features), most commonly skin colour.

Racism

When someone treats a person or group of people unfairly or thinks that they are inferior because of their skin colour or 'race'.

Anti-racism



Anti-racism is an ongoing, active effort to challenge racism in society.

“

There's a big difference between being not-racist and being anti-racist. I know it doesn't seem like it. I know that both of these things seem equally good, but they're not.

Reflection points:

What might someone who is 'not racist' do?

What might they not do?

What might anti-racists do?

What do they not do?

How to be anti-racist by John Amaechi

Transcript from video

John: There's a big difference between being not-racist and being anti-racist. I know it doesn't seem like it. I know that both of these things seem equally good, but they're not. Think of an interaction. I'm afraid you've probably had one right? With somebody, maybe even somebody you respect, maybe even someone you love, who says something that's racist, does something that's racist, behaves in a way that's racist. Someone who's not-racist: they won't say or do anything in that moment. They want to not rock the boat. They don't want to be upstanding. Instead, not-racists: they tend to be bystanders. But afterwards, after the event, they'll find other people who are also not-racist and they'll talk to each other about, well, that was terrible, that thing that happened the other day. I would never say anything like that. Anti-racists are different and they come in all shapes and sizes. They come in all ages. Anti-racists are constantly looking around to say, what tools do I have available to make it clear that this is not acceptable? And this, this is what anti-racists do. It's not that they stand up at the dinner table when their uncle's a little bit racist and kick the turkey off. That's not it. But what they do is they say, I'm sorry uncle John. That's not acceptable. That's racist. Quietly and respectfully. What they do is they make sure that they never miss an opportunity to let the world know where they stand, even if they can't change everything. You're probably in a position where other people have a lot more power around you. I know how that feels. Sometimes, we sit and we look around us and we think, how can I possibly change all this? And sometimes you can't. But what you can do is make sure wherever you go, people know where you stand. They know that you're an anti-racist. You become a beacon of light that way. You become someone who makes other people want to be anti-racist too. You've got tools at your disposal. Learn. Read. And make everybody clear where you stand.

The difference between being anti-racist and not racist.

When someone says or does something racist a...

Non racist / Not racist will...






- Not do or say anything
- Don't want to upset anyone (rock the boat)
- Feel sad or angry about what has been said
- Know it was wrong

Anti-racist will...

- Say 'that's not right'
- Speak up calmly and respectfully (even though they may feel sad or angry)
- Make sure people know they are an anti-racist

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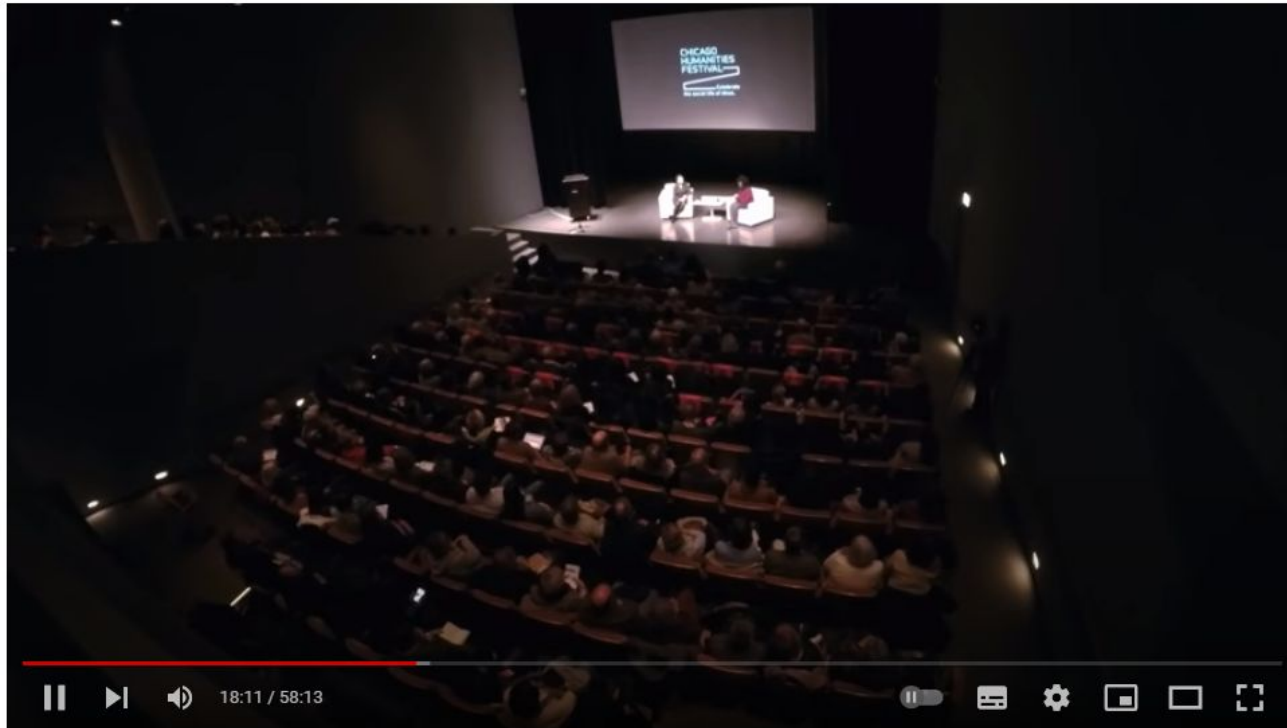


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Clip: analogy for what it means to be actively anti-racist Start - 18:07 End - 22:28



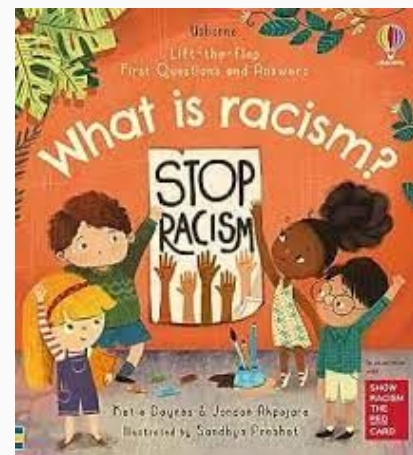
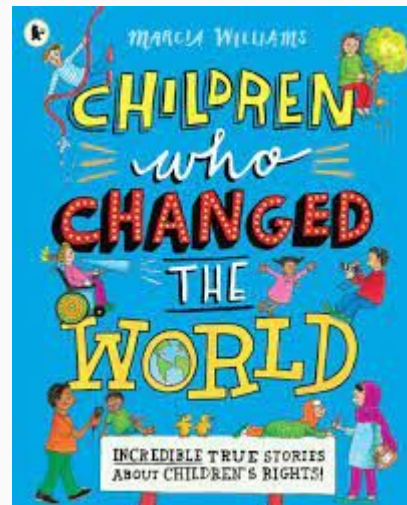
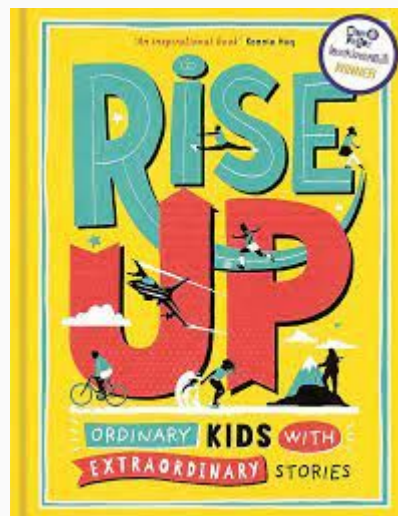
Beverly Daniel Tatum: Why Are All of the Black Kids Sitting Together in the Cafeteria?

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

Focus 3

Resources for
Children

Focus 2: exploring practical resources (children)



Focus 2: exploring practical resources (children)

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/>

Unicef:

<https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

Save the Children:

<https://www.savethechildren.org/us/charity-stories/tips-teach-explain-racism-to-children>

Young Minds:

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/racism-and-mental-health/>

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>

Learn about race, racism and privilege



Have open conversations regularly



Try to make conversations age-appropriate



Talk about recent history and culture



Encourage children to appreciate diversity



How to talk to your child about racism

Under 5 years

At this age, children may begin to notice and point out differences in people they see around them. As a parent, you have the opportunity to gently lay the foundation of their worldview. Use language that's age-appropriate and easy for them to understand.

1. **Recognize and celebrate differences** – If your child asks about someone's skin colour, you can use it as an opportunity to acknowledge that people do indeed look different, but to point out things we have in common. You could say, "We are all human, but we are all unique, isn't that amazing"!
2. **Be open** – Make it clear that you're always open to your children's questions and encourage them to come to you with them. If your children point out people who look different – as young children can often do from curiosity – avoid shushing them or they will start to believe that it's a taboo topic.
3. **Use fairness** – Children, especially those around 5, tend to understand the concept of fairness quite well. Talk about racism as unfair and unacceptable and that's why we need to work together to make it better.

6-11 years

Children this age are better at talking about their feelings and are eager for answers. They are also becoming more exposed to information they may find hard to process. Start by understanding what they know.

Be curious – Listening and asking questions is the first step. For example, you can ask what they're hearing at school, on television and through social media.

Discuss the media together – Social media and the internet may be one of your children's main sources of information. Show interest in what they are reading and the conversations they are having online. Find opportunities to explore examples of stereotypes and racial bias in the media, such as "Why are certain people depicted as villains while certain others are not?".

Talk openly – Having honest and open discussions about racism, diversity and inclusivity builds trust with your children. It encourages them to come to you with questions and worries. If they see you as a trusted source of advice, they are likely to engage with you on this topic more.

Focus 4

Space for
sharing

Reflection

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.

