



Anti-racism plan

Introduction

At St Aidan's, we are proud of our approach to inclusion and diversity, and history of tackling racist issues. However, recent events have made us realise that our current approach is not sufficient to address the challenges of racism. Tolerance has never been enough and never will be. We will take responsibility if our approaches are not adequate to meet these challenges, and where there is a gap between what we do and what is needed. In addition to the actions in this statement, we commit to including anti-racism in our improvement planning processes.

Our vision is that our pupils and or members of our community will only judge others, and allow themselves to be judged, on their hard work, achievement and character, and not by the colour of their skin, both now and in the future.

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1 Aims and principles

- 1.1 The aim of developing this plan is that:
- a. Our pupils and staff will develop the knowledge, skills, confidence and motivation to recognise and tackle racism actively, wherever they encounter it.
 - b. Our school will have the best possible systems, processes and cultures to prioritise, review and improve our anti racist approaches; and that it will gain a reputation for the quality of its anti-racist approach.
 - c. Other members of our school community such as parents and community leaders will be motivated and inspired to stand and act with us.
- 1.2 The plan is based on the following principles:
- Tolerance is no longer enough, we need to become actively anti-racist, rather than non-racist.
 - Our anti-racism will show our school values in action.
 - There is no 'other'; we all have differences that need recognition and celebration.
 - Uncomfortable conversations, conducted with good faith and without blame, will help to create change.
 - We will constantly be aware of and act against the risks of tokenism.
- 1.3 We recognise that:
- members of our community, like any other, will have unique experiences of racism;
 - everyone, regardless of their background, has been taught misinformation about their own and other groups and have experienced and practised unconscious biases;
 - we are all part of a system that has both created and tolerated racism. We can choose to perpetuate it by doing nothing or counter it by taking action;
 - our staff team (and, in particular, our teachers and members of our leadership team) is not yet representative of the diversity of our local community or of London as a whole;
 - our pupils may face particular barriers to speaking out about racism.

2 Definitions of commonly used terms

Discrimination: when people are treated differently and unfairly because of who they are.

Bias: when we are giving opinions unfairly and showing prejudice for or against someone or a group of people.

Racism: when people are treated unfairly because of the colour of their skin.

Colourism: people are treated unfairly and differently due to the shade of their skin.

Unconscious bias: social stereotypes about certain groups of people that we form outside our own conscious awareness.

Systemic or institutional racism: a form of racism that is embedded as normal practice within society or an organisation. It can lead to discrimination in criminal justice, employment, housing, health care, political power and education.

Tokenism: the practice of making only a symbolic effort to do a particular thing, such as recruiting a small number of people from an under-represented group in order to give the appearance of gender or racial equality within a workforce.

Intersectionality: the interconnected nature of social categorisations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

3 Key priorities

3.1 Leadership:

- Maintain a strategic focus on anti-racism in order to promote equality and achievement.
- Ensure that SLT, staff and the GB more accurately reflect the school community by actively seeking representation and removing barriers from under-represented groups.

3.2 Teaching and learning:

- Address racial inequality by reviewing the curriculum, resources and pedagogy in order to include black people and topics
- Ensure that the curriculum is being used to challenge race inequality and achieve cultural inclusion.
- Take active steps to address the differences in children's lives caused by racism, poverty and discrimination

3.3 Power and voice:

- Ensure that the voices of parents from all community groups are heard, particularly black parents and parents of black children and that they feel valued and respected in school.
- Ensure that all staff from community groups, particularly black staff, feel valued and safe
- Believe the lived experiences that children and their families share in conversation

3.4 Wellbeing and belonging:

- Ensure that pupil wellbeing is seen as a priority and that the links between racism and wellbeing are understood
- Ensure that all pupils identify with the school's values and feel a sense of belonging

3.5 Strategies for preventing racism:

- Agreement to move to the term 'African-Caribbean heritage) following feedback from parents/families
- Ensure that everyone understands that an anti-racism approach is embedded within the school's values
- Build on the school ethos and develop curriculum approaches which promote anti-racism strategies
- Ensure there are clear responses for dealing with racist incidents

3.6 Community:

- Use local history to discuss protests, struggles or campaigns led by black communities in our area
- Include black young people, staff and parents/carers in the conversation

4 Monitoring and Review

4.1 The Headteacher and the Inclusion Manager are responsible for implementing this policy and action is taken in all identified cases of racial discrimination. The Headteacher reports on all racial incidents at every full GB meeting.

4.2 The Care and Communication committee monitors the implementation of this policy and its related procedures and strategies and reviews the policy itself annually.

Date of plan: SEPTEMBER 2022



Plan ratified:..... (Signature) (Date)

Review due: SEPTEMBER 2023



Anti-racism Action Plan achievements and priorities

1 Leadership

1.1 Review and improve processes

- BAME link governor appointed. Remit is to champion anti-racism and help sustain a strategic focus on this area. Attends termly sessions run by HEP and feeds back to working group.
- School's progress in this area was reviewed by Coleridge and Marva Rollins. Feedback given.

Key achievements in 21/22

- Parents' views and opinions about our Anti-Racism statement and plan sought via meetings with the BAME working group, in order to review and improve our work in this area.
- Following consultation with BAME Working Group, agreed working group would be re-named the Anti-Racism Working Group.

Priorities for 22/23

- New SLT BAME champion appointed, Michael Speed (MS), following the departure of the previous Headteacher who held this post. MS will attend regular sessions run by HEP and feed back to SLT.
- Continue with termly / 6 monthly meetings of Anti-Racism Working Group.
- Recruit more black parents and staff to Anti-Racism Working Group by sharing the work of this group in Headlines.
- Hold meetings of the Anti-Racism Working Group at 9am so that parents can attend.

1.2 Increase the diversity of our teachers and leaders

Key achievements in 21/22

- Blind shortlisting used for the recruitment of new Headteacher

Priorities for 22/23

- Blind shortlisting for other posts going forward with aim of increasing the number of BAME applicants shortlisted and / appointed.

2 Teaching and learning

2.1 Put children at the centre of our anti-racist work through changes to our curriculum, resources and pedagogy

Key achievements in 21/22

- Refine the history curriculum maps, both local and national, to enable a greater focus on black history, racism and anti-racism
- Refine other curriculum areas (particularly in foundation subjects and PSHE), to ensure that our themes are providing and making the most of opportunities for anti-racist teaching and learning
- Ensure that any work relating to themed weeks includes the use of BAME role models from different professions.
- Continue to run black History Month
- Increase the variety and use of representative resources e.g. books in the library, posters in the classroom and corridors, films and other media
- Consider whether our SDP plan for 2022/23 should include a focus on anti-racist pedagogies



Priorities for 22/23

- Use the display board in playground to publicise resources eg books written by black authors or with black central figure.
- Ensure all parents are aware of changes made to curriculum / resources / library etc through Headlines and displays.

2.2 Create a space and opportunity to talk about black people and topics - including opportunities to hear from a range of black people about their experiences (Pathway Visioning)

Key achievements in 21/22

- Pathway visioning in use. Interviews recorded with a number of ex-pupils and members of the school community. Four recordings available to parents and our community through the website.
- Inclusion and belonging discussed by staff and parents within Anti-Racism w/g in July 22.
- Feedback from staff in the working party indicates that there is a supportive culture where black staff feel safe and able to vocalise their experiences.

Priorities for 22/23

- INSET day for all primary schools in our Network Learning Community organised for October 22 to provide an opportunity to discuss race and ethnicity and ensure our approach to wellbeing includes an understanding of the psychological harm caused by racism and how it is internalised.

3 Power and voice

3.1 Ensure pupils feel a sense of belonging

Key achievements in 21/22

- AE interviewed 2 BAME pupils who transferred mid-year in Y4 to help identify which factors helped them develop a sense of belonging
- Pupils' personal development supported by providing BAME role models on the staff, from Pathway Visioning and by receiving support from ELSAs
- Increase in numbers attending after school clubs. 2 Y4 pupils attended the Nia Academy. Opportunities for enrichment.
- Diversity in opportunity for pupils e.g. as representatives on school council, playground buddies etc. monitored.

Priorities for 22/23

- More cultural days / International Evenings which families can attend.
- Timing of events to better suit family's needs.
- More pupils attending Nia Academy - 2 new pupils from Y4 and 2 continuers from Y5

3.2 Develop a model of evaluation that identifies the link between racism and wellbeing.

Key achievements in 21/22

- AE interviewed a number of children across the school in focus groups.
- Feedback from 2 pupils attending Nia indicated that they felt safe and proud to express their cultural identities.
- Review how black pupils experience the efforts made for inclusion
- Exit interviews with black pupils

Priorities for 22/23

- To be agreed following review and feedback from the above



4 Wellbeing and belonging

4.1 Embed an anti-racist approach

Key achievements in 21/22

- BAME working group (now Anti-racism working group) involved in drawing up Anti-racist policy and action plan.
- Whole school training on culturally responsive teaching completed.
- Bespoke training for those with responsibilities for leading anti-racist work. NB HEP provide regular training for BAME SLT and governor leads
- Challenge racism whenever and wherever seen. ALWAYS!

Priorities for 22/23

- Monitor gold awards by ethnicity and behaviour as a form of communication.
- Develop intrinsic rewards following changes to Behaviour Policy.
- Add ethnicity to school surveys;
- Focus on confidence, identity and sense of pride when working on transition to secondary school.

5 Strategies for preventing racism

5.1 Develop clearer processes when responding to incidents

Key achievements in 21/22

- Staff reminded of St Aidan's procedure to log racist incidents so that these are responded to clearly and swiftly. 2 incidents logged 21/22. Parents engaged following all incidents. All incidents reported to GB
- Behaviour policy and classroom charters are clear about St Aidan's commitment to anti-racism
- Consistent response built into our restorative practices and safeguarding strategies

6 Community

6.1 Improve communication and consultation to ensure all families and members of our community understand, support and influence our approach

Key achievements in 21/22

- Faith work during summer term 22

Priorities for 22/23

- Enlist particular community members (eg from Mosques) to offer support for our statement
- Communicate the statement and actions in ways that engage parents
- Consider cultural differences when communicating with families and members of our community.

January 2023 onwards

- Develop a 3-5 year Plan with designated HT