



Promoting anti-racism in schools
– the governance of preparing all pupils for
life in modern Britain.

9th July 2020



Steve Barker



Linda Waghorn

The aim of today's session:

To encourage governors and trustees, in the light of recent events across the world, to reflect on how our schools ensure that provision positively demonstrates to all pupils that black lives matter in 2020 and beyond.

A few facts

- Children from Black Caribbean/Mixed White and Black Caribbean backgrounds are more likely to experience exclusion (Timpson Report May 2019)
- *BME students at university achieve less well compared to school and fare worse in the labour market compared to university* (Runnymede Trust 2019)
- 51% of boys in young offender institutions, and young adult men aged 18 to 21 come from a BME background (HMIP 2019)

Poll # 1

Unconscious bias



Unconscious bias

THE ROYAL SOCIETY

Unconscious bias

Adapted by Professor Uta Frith DBE FBA FMedSci FRS from guidance issued to recruitment panels by the Scottish Government

Introduction

All panels and committees for selection and appointments at The Royal Society should be carried out objectively and professionally.

The Society is committed to making funding or award decisions purely on the basis of the quality of the proposed science and merit of the individual. No funding applicant or nominee for awards, Fellowship, Foreign Membership, election to a post or appointment to a committee should receive less favourable treatment on the grounds of: gender, marital status, sexual orientation, gender re-assignment, race, colour, nationality, ethnicity or national origins, religion or similar philosophical belief, spent criminal conviction, age or disability.

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The Royal Society provides research funding to individuals to support high quality scientific research, with the expectation that these individuals are able to reach their full potential. The Royal Society therefore expects all organisations hosting Royal Society Research Fellows and Research Professorships to provide supportive workplace structures to ensure equality and diversity within the scientific workforce. Evidence of a commitment to improving the culture in this area, such as Athena Swan accreditation, may be taken into account in making awards.

This short briefing is meant to alert you to potential difficulties around unconscious bias and prompt you to consciously revisit them before making a decision. Think of them as the safety instructions that you are given every time you are on an airplane. You may think you know them already, but it is good to rehearse them just in case.



**GOVERNORS
FOR SCHOOLS**

What should Governing Boards do?

- Inspire and champion change
- Secure agenda time
- Ensure actions follow
- Challenge ourselves individually and collectively as board members to drive ethos & values that reflect our context

What can governors do?

Ensure that their schools' provision:

- builds appropriate knowledge through the curriculum offer,
- protects children and young people from overt racism
- identifies endemic prejudice and unconscious bias against the BME community.

Curriculum Offer

ITV REPORT 11 June 2020

Put our colonial history on the curriculum - then we'll understand who we really are

Maya Goodfellow



Britain's past weighs on our present: learning about it would mean a better debate about race and migration, says academic and author Maya Goodfellow

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The Telegraph

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Racism isn't just a US problem; to fight it in the UK we need to change how it's taught in schools

It's time to move away from a 'whitewashed' curriculum, where black history is omitted or taught only in terms of colonialism and slavery

itv NEWS

UK schools have targeted black children for generations - the education system is overdue for a reckoning

We've had books on racial biases and punishment for cultural practices since the 1950s. Instead of repeating the same facts, we need educators and the government to take prejudices head-on



Kuba Shand-Baptiste @kubared

Dear Gavin Williamson, you need to make clear that teaching 'British values' doesn't mean racism

Michael Rosen



BLACK BRITISH HISTORY IN SCHOOLS



Curriculum – Governance considerations:

- History National Curriculum and Exam Board syllabus can not change overnight;
- Other areas of curriculum/opportunities for learning:
 - PSHE & Circle Time
 - SMSC
 - RSE
 - Assemblies
 - Class discussion
- How do we plan change and when?

Protecting pupils from overt racism:

- Awareness of bullying and intimidation in school;
- Positive strategies to engage bullies and victims
- cpd for teachers and other staff
- Values-based ethos

Endemic prejudice and unconscious bias:

- Expectations of staff, pupils, parents and those in governance
- Anti-racism v *'I'm not a racist'*
- Removing the taboo of talking about feelings
- Having a *'What brings us together'* v *'What sets us apart'* mentality.

Find out more:

We think these are just few excellent reads, to provoke more thought:

- <https://schoolsweek.co.uk/racism-exists-end-of-story-so-do-something-about-it/>
- <https://oldprimaryhead.com/2020/06/19/why-talking-to-a-person-of-colour-about-race-has-changed-me-letters-from-a-former-student/>

A simple message:



Our aim is to provoke thought and action



'Racism is not getting worse - It's getting filmed.'



'Black Lives Matter' simply refers to the notion that there's a specific vulnerability that needs to be addressed. It's not meant to suggest that other lives don't matter. It's to suggest that other folks aren't experiencing this particular vulnerability.



Anti-racism is the commitment to fight racism wherever you find it, including in yourself

Any further questions?



Further information

- RSA Unconscious Bias

<https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/>

- United Nations – Let's Fight Racism

<https://www.un.org/en/letsfightracism/classroom.shtml>

What you need to know, when you need to know it



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