



RACE & SOCIAL JUSTICE



Newsletter 2

Welcome to our 2nd Newsletter!

The RSJ Team want to take this opportunity to thank all our B&D schools who have shared their work, driven the project forward, and distributed the newsletter within their schools. Please continue to share!

There has been some impressive work going on in our borough since our last newsletter, and we have been blown away by the drive and enthusiasm of the facilitators. Keep up the great work!

Some schools have taken small steps-starting conversations, carrying out the self-evaluation etc, whilst others have taken giant leaps forward into curriculum planning, policy review, Anti- Racist and Equality, Diversity and Inclusion (EDI) staff training. Don't forget, every school is at a different stage of their own journey.

Please continue to fulfil the Charter guidelines, complete the self-evaluation and involve your Governors in the change process within your school. Now is the time to assign your link Governors. Please let Jackie Day know who they are or me. It is not too late to join! Email Paramjit Roopra on: RSJ@Northbury.bardaglea.org.uk.. **We want every school signed up!**

Self-Evaluation in our schools:

Many thanks to all schools who have carried out and shared their self-evaluation tool and action plan with their own leadership and RSJ Team.

There is no right or wrong way to go about it, but the feedback has been really useful. Here are some comments:

'A very useful tool!'

'It got the conversations and discussions started. It was easy to use, and helped us find a focus'

'We have found the self-evaluation and action templates really useful and have made significant changes already.'

'It was awkward at times, not everyone was open to talking about this in our school!'

'Our SLT do not seem to be on board fully yet, and I found it hard to talk to them about this'

'There were some uncomfortable discussions, and emotional moments'

'The Self-evaluation has been powerful!'

Role of the Facilitator:

For those who came to our first network meeting, this is a reminder of the facilitator role. It takes time to shift mindsets!

Lead Facilitator for RSJ...

- facilitates long term change
- encourages the school to do better
- facilitates the agenda
- hold/challenge the school to be accountable
- takes and gives feedback about RSJ in schools
- supports and works with school leaders
- supports and works with other schools
- tracks RSJ progress using self-evaluation
- **drives forward change!**

'Deep leadership for social justice involves redesigning education; both the formal and informal processes involved in our day-to-day activities' (SSAT: See website link).

What is Race?

The legal definition of race as defined by the **Equality Act 2010** can mean your colour or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. That sounds simple, but it's not really. Firstly, because all these things are not the same. Nationality is completely different to ethnic origin, and colour is completely different to citizenship. But somehow – all these things are 'race'.

The Black Curriculum (2022)

Thanks to Mpula for her introduction to Racial Literacy (Network 1)

Race v Ethnicity:

Race: refers to physical traits e.g. skin colour.

Ethnicity: refers to cultural expression and identification

Colour Blindness:

"But why does it even matter? I don't see race."

This is usually a well-intentioned comment; however, it is fundamentally problematic.

- By stating that you don't see race, you are refusing to see, acknowledge and accept a part of somebody's identity and all that comes with it.
- Colour blindness is inadvertently putting a negative value on somebody's race by suggesting that it's not important to you. (Aishnine Benjamin).

Privilege:

Privileges are the benefits you receive due to how close you are to a dominant social group (e.g. white, straight, male, wealthy).

They are normally invisible to the person who has them, until it's pointed out or they have lost that privilege.

Privileges are not what you have been through, but, what you have not had to go through, in life.

It is possible to be both privileged and oppressed at the same time e.g. I have experienced racism because I am black, but I have not experienced classism/poverty because I am middle class. I therefore have class privilege.

Forms of Racism

Racism can manifest itself in many ways.

Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

Type	Example
Overt racism	Using racial slurs
Covert racism	Name discrimination in hiring processes
Interpersonal	Hate crimes between individuals
Systemic racism	Racism within education, healthcare employment, policing

At an organisational level, it can also be the collective failure to provide an inclusive and professional working environment to people because of their race or ethnicity. This is sometimes described as 'institutional racism', based on the definition recommended by Sir William Macpherson in the 1999 Lawrence report (UK).*

Microaggressions: A very common form of interpersonal/covert racism is microaggressions.

Microaggressions are everyday thinly veiled instances of racism. They happen when people's biases against marginalised groups reveal themselves in a way that leaves their victims feeling uncomfortable or insulted. Here are some typical examples of microaggression statements:

"You are so articulate..."

"Oh, you're the doctor? I thought you were the cleaner!"

"Are you the HT? I thought you were the deputy."

"How do you get your hair like that?"

Have you heard...? Great things are happening in our schools:

Eastbury Primary School: Well done Grace! They have a super RSJ page on their website, and a newsletter for children, recommending great EDI books. Take a look!

[Eastbury Primary School Race and Social Justice](#)

Manor Junior School: They have worked with parents, pupils, governors and staff. They are currently working through their action plan and as an outcome of their staff survey have set up a half termly "EDIT" meeting (Ethnicity, Diversity, Inclusion Team) where the current focus is on use of language. They are also working with Leeds Beckett University

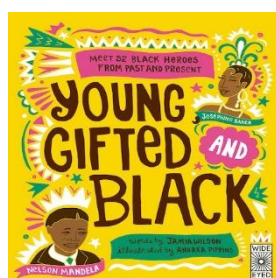
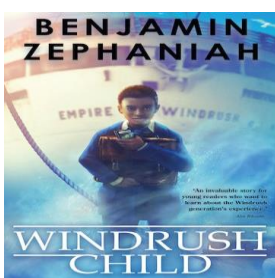
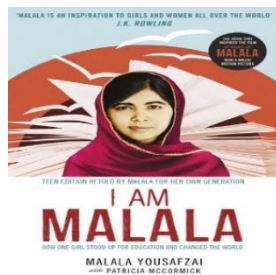
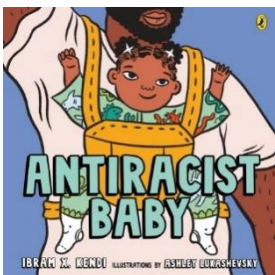
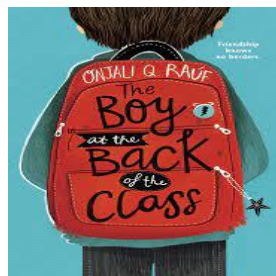
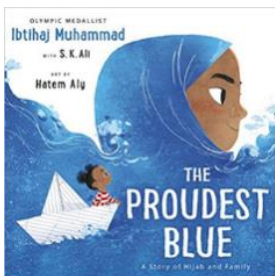
Barking Abbey: They have set up a working party across the school, with a range of staff involved.

Whole staff CPD: An increasing number of schools have now had RSJ training. Please contact BDSIP if you would like to book **Mpula Lawton** to work with your school.

Reading: There are great range of diverse and multicultural reading books, which children can identify with.

A great story from Northbury's recent Ofsted Inspection. A little girl was reading 'I am Malala', in the library; the inspector asked her why she had chosen that particular book. She replied, 'She looks like me!'

[Scholastic diverse and inclusive reads](#)



Useful Websites:

The Anti- Racist School Award:

[Leeds Beckett Centre for Race Education and Decoloniality](#)

Sabrina Edwards: [Educating for Equality](#)
[Equality Act 2010](#)

[NSPCC Support for Parents and Children](#)

Anti-Racism Audit Tool:

[The Key whole school anti racism audit tool](#)

[SSAT: A representative curriculum and the 'hidden curriculum' for social justice](#)

NEXT STEPS: Please continue to tell us about your RSJ Journey

I have shared the feedback from the last Network meeting with the RSJ Leadership group. They are updating action plans and beginning to source relevant and appropriate material for schools to use.

Facilitator Network (Facilitators only!)

Friday 25th March Ben Mearhart from The Black Curriculum will be presenting.

Headteacher Training:

Friday 22nd April Anti- Racism training led by Mpula Lawton.