

Wellington School

Anti-Racism Plan

2020-21

“Racism-Stops with **ME**”



‘Race and racism are a reality that so many of us grow up learning to just deal with. But if we ever hope to move past it, it can’t just be on people of colour to deal with it. It is up to all of us - black, white, everyone- no matter how well-meaning we think we might be, to do the honest, uncomfortable work of rooting it out’

Michelle Obama

The Wellington Anti-Racism Pledge:

*“Racism, it stops with me” means it is **everybody’s** responsibility to be educated about racism. It is **everybody’s** responsibility to stand up against racism. It is **everybody’s** duty as a member of the Wellington community to have zero tolerance of racism **in any form**.*

School context:

Wellington School is predominantly White British (82%). The ethnic profile of the school has changed over the years and there are a larger number of BAME students (17%).

The culture of the school and the values that we live by, makes Wellington school a largely tolerant and happy school community. However, the Headteacher and Senior Leadership Team, supported by the Governing Body, recognise there is a need to do more work on anti-racism.

This work had already starting prior to the outbreak of Covid-19. The Headteacher and Assistant Headteacher both received Hate Crime training from “Show Racism the Red Card” and Years 7-10 had received assemblies by the charity “Hope not Hate” on harmful language.

The recent unlawful death of George Floyd in the USA and the subsequent protests by the Black Lives Matter organisation has led to welcome and long- overdue open dialogue regarding racism and white privilege across the globe. This momentum needs to continue to bring about real, lasting change. The Wellington Anti-Racism Plan shows our commitment to continue the work we started.

Wellington Anti-Racism Plan:

The Wellington Anti-Racism Plan has the following areas of focus based on this report from the Runnymede Foundation.

<https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

1) Workforce (CPD and Recruitment)

To ensure all staff (Teaching, support staff, governors) are racially literate and that the workforce of Wellington School is more reflective of society.

2) Curriculum

To ensure every subject curriculum is “decolonised” and anti-racist and prepares our students for the world they will encounter.

3) Students

To ensure students are racially literate and have a safe space to discuss race, identity and racism and feel empowered to report racism.

4) Policies

To ensure Wellington school policy documents codify our commitment to anti-racism.

- More details on the rationale and aims can be found on the Anti-Racism Roadmap - **Appendix**
- Details of organisations Wellington school are looking to engage with can be found in **Appendix 2**
- Reading around anti-racism can be found in **Appendix 3**

Appendix 1 – Wellington School Anti-Racism Roadmap

	Rationale	Aims
<p>Workforce: 1). Recruitment 2). CPD</p>	<p>1 The teaching workforce is still overwhelmingly white (92% in 2018 England DfE), and there is a need to increase the proportion of teachers from black and minority ethnic (BAME) backgrounds. 2 By their own admission, many teachers are ill prepared to teach in ways that promote anti-racism, and this can include BAME teachers. Racial literacy therefore needs to be placed at the centre of teachers’ role and teacher training. It is important that all teachers take responsibility for teaching in ways that promote anti-racism. Runnymede 2020</p>	<ul style="list-style-type: none"> • That anti-racism is seen as the job of everybody • The Wellington workforce is racially literate and holds a commitment to anti-racism • The workforce have an understanding of how racism operates (institutional and structural) and is woven into the fabric of society’s institutions • Teachers are have the language, skills and confidence to be racially literate in their practice • Wellington has a commitment to creating a workforce that is reflective of the community our pupils live in through positive action
<p>Curriculum</p>	<p>School curricula too often fail to reflect the diversity of contemporary society, and the National Curriculum does not mandate for engagement with the colonial legacies – or racist underpinnings – of contemporary Britain. Accordingly, curricula need review to increase racial diversity, and to centre anti-racism. Runnymede 2020</p>	<ul style="list-style-type: none"> • The implementation of an anti-racist curriculum. That moves from tokenism to proactively tackling racism and ultimately contribute to a more racially literate society • Considerations of race and racism, from an antiracist perspective, should be embedded more fully across the school curriculum • Assemblies should be used as key spaces for engaging students with anti-racist pedagogy in order to increase racial literacy levels within schools • Race-conscious curricula should include scope for white students and teachers to reflect upon racist social structures as well as their own white privilege, while also enabling BME students to understand their position in contemporary society • Curricular changes, should pay attention to the interlocking issues of exam specifications, textbooks, school resources and teachers’ racial literacy levels. If these issues are not considered, the impact of any curricular changes will remain limited
<p>Students</p>	<p>The way the media reports issues plays a huge role in young people’s understanding and perception of the world. Media coverage still perpetuates stereotypes and depicts too many negative portrayals of minority ethnic groups. It is critical that students explore the issues of race, identity, diversity in a safe space and that school creates listening culture so that BAME students can express themselves.</p>	<ul style="list-style-type: none"> • All students are educated to be racially literate around inequality, anti-racism, white “privilege” • There is regular opportunity for BAME students to explore their experiences of race, identity and culture in modern Britain • Students are empowered to challenge the everyday, institutionalised racism that shapes their lives • All students feel safe to actively challenge racism and know how to report it in school and wider society • All students receive an education which helps them recognise institutionalise racism and “white” privilege and helps them be prepared for the world that awaits them
<p>Policies</p>	<p>Much clearer anti-racism policies are needed to institutionally embed a culture of anti-racism in schools. Seemingly neutral school policies – like uniform and hair policies – should be reviewed from an anti-racist perspective to ensure that BME students are not systematically disadvantaged. Runnymede 2020</p>	<ul style="list-style-type: none"> • Schools should have strong and clear antiracist policies that provide guidance on how to respond to interpersonal student racisms, but that also set out how the school plans to centre an institutional commitment to anti-racism. All existing policies should be reviewed, in order to identify and tackle any implicit or normalised racisms. Specifically, and by way of example, school hair policies should not racially discriminate against black students • Policies that focus specifically on the attainment of white working-class students should not come at the expense of BAME students

Appendix 2

- Red Card to Racism <https://www.theredcard.org/>
- Stephen Lawrence Foundation <https://www.stephenlawrence.org.uk/>
- Hope not Hate <https://www.hopenothate.org.uk/>
- Kids of Colour <https://kidsofcolour.com/>
- Black Lives Matter <https://blacklivesmatter.com/>
- The Black Curriculum <https://www.theblackcurriculum.com/>
- BAMEd <https://www.bameednetwork.com/>
- Anthony Walker Foundation <https://anthonywalkerfoundation.com/>
- Black Learning, Achievement and Mental Health (BLAM) <https://blamuk.org/>
- Black History Project <https://www.blackhistorymonth.org.uk/>

Appendix 3 Reading list

- Brit(ish): On Race, Identity and Belonging, Afua Hirsch
- Natives: Race & Class in the Ruins of Empire, Akala
- Why I'm No Longer Talking to White People About Race, Reni Eddo Lodge
- "I will not be erased", Gal-dem
- Homecoming, Colin Grant
- Superior: The Return of Race Science, Angela Saini
- It's not about the Burqa, Mariam Khan
- White Fragility: Why is it Hard for White People to Talk About Racism, Robin Diangelo
- The Raj at War, Yasmin Khan
- Partition Voices: Untold British Stories, Kavita Puri
- Little Leaders: Bold Women in Black History, Vashti Harrison
- Don't Touch My Hair, Emma Dabiri

A comprehensive reading list (including education) can be found here:

<https://www.bameednetwork.com/book>