

Anti-Racist Policy 2024

Date of completion: November 2024

Date ratified by Governors: 2nd December 2024

Date for further review: Autumn 2026

Background and context to this anti-racist policy

Mandeville School's antiracist policy is being developed in line with The Ealing Race Equality Guidance for Educational Settings.

This guidance has been produced against the backdrop of Ealing Council's explicitly communicated commitment to race equality, following George Floyd's murder and the subsequent Black Lives Matter protests globally in summer 2020.

The Ealing Race Equality Guidance for Educational Settings aims to provide points for consideration for all colleagues working in educational settings and schools. It is a springboard for developing and implementing anti-racist education and leadership in Ealing.

The premise for the spotlight and sharply focused approach on Black Caribbean achievement is two-fold. Firstly, we want to tackle the pervasive and long-term underachievement of Black Caribbean learners in Ealing and secondly, research tells us that 'doing it well and getting it right for one group' can lead to the subsequent application of effective approaches, and to the positive outcomes, for others.

The Ealing Race Equality Commission was established by Ealing Council in 2020 and chaired by Lord Simon Woolley. It was tasked with listening to people who live and work in the borough about their experiences of racism and putting forward proposals to address inequality. The Ealing Race Equality Commission report was published in January 2022 and includes recommendations in a range of areas including education, health, participation and democracy, policing, income and employment, housing and rough sleeping.

The Ealing Race Equality Guidance is intended to support positive action to address the seven education priorities identified by the commission. It will evolve over time as our work develops in this area.

The attitude and mind-set that frames this policy come from the keynote speech given by Lord Simon Wolley when he addressed the Ealing Learning Partnership Headteachers Conference March 2022 <https://www.egfl.org.uk/elp-services/race-equality-education>

'It's on me to be a leader, it's on me to close these gaps'

'We need a generational change, an infrastructure change.'

'This is our opportunity'

'Give hope that things will be different.'

'Unleash talent unleash the energy, unleash the creativity'

Anti-Racist Policy 2024

In Mandeville School, we aspire to become an anti-racist school and developing this policy is part of infusing and strengthening anti-racist education and leadership.

Context for families of children with a learning disability:

The review published on 25th July 2023 'We deserve better: Ethnic minorities with a learning disability and access to healthcare' identifies poorer care and lower life expectancy for ethnic minorities with a learning disability.

Race Equality Foundation website reports:

The review captures the lack of reasonable adjustments and failure to recognise individual needs. Other obstacles identified include language barriers, cultural and religious insensitivity, a lack of information in easy read format, and a lack of information during transitional care in hospital and home. Authors emphasise the need for healthcare providers to tailor support needs and recognise and record accurate, granular ethnicity data. The executive summary board outlined actions for Department of Health, NHS England and integrated care systems and board.

Whilst a number of recommendations are primarily for NHS England, the Department for Health and Social Care, and Integrated Care Systems and Boards, the review urgently calls for future research to explore what is driving the lower age at death in ethnic minorities with a learning disability, including avoidable causes of death and modifiable contributory factors.

A consistent theme from those with lived experience was a lack of information, accessible information, contact and support across GP, community and hospital-based services.

Mandeville school is working towards becoming an anti-racist school.

At Mandeville School, there is no place for racism. This means that we have a zero tolerance policy towards racism. We are on a journey towards becoming an anti-racist school. Taking an anti-racist approach means proactively creating an environment where students and staff do not face barriers in their education and work due to racial prejudice, discrimination and inequality. We understand that racial discrimination and inequalities can be experienced on an individual basis and through institutional systems. We are also aware that some forms of racism are overt, and sometimes racism can take the form of subtle and indirect microaggressions. We aim to work towards a school environment that is free from any form of racism or racial inequality.

At Mandeville School, we acknowledge that we have a lot of learning to do, to truly understand and develop an anti-racist approach that will make a meaningful difference to the experiences of all our students and staff.

Anti-Racist Policy 2024

Guided by the London Borough of Ealing's race equality commission, we are committed to the goal of ensuring everyone at Mandeville School can learn and work with dignity, and with equality of opportunity. We expect all members of our school community to engage with opportunities and initiatives around race equality, so that together we can reach the necessary goal of creating an anti-racist culture within Mandeville School.

Taken from [Cardiff University Business School](#)

Ealing race equality commission identify seven priority areas for action:

1. **Attainment:** Rapidly close the attainment gap for Black Caribbean pupils
2. **Exclusions:** End the disproportionate rate of exclusions
3. **Curriculum:** Accelerate progress with changes to the curriculum
4. **Staff training:** Make training for teachers on race equality and unconscious bias part of core training
5. **Parents:** Empower parents to play an active role in their child's education
6. **Accountability:** Every school should have a lead for race and diversity who is identified to parents.
7. **Leadership:** Increase the number of Black teachers in leadership roles

It is important for Mandeville school to be an anti-racist school

At Mandeville school we would like to develop an anti-racist culture across the school community to affect positive change.

It is crucial to embed an anti-racist ethos that encompasses an openness to listen, learn from others and create a safe and welcoming environment for everyone. We would like to develop a global, multi-ethnic and inclusive curriculum in order to make it better and more inclusive for our children.

We aim to develop our cultures and behavior, to create a culture for change. Our ethos is one that is open to listening and challenge providing an open and safe culture.

We strive to be a more 'culturally competent' school, to have a better understanding and acceptance of differences.

It is important to challenge discriminating behaviours: Create opportunities for others to think by asking why? We will consider the way we challenge – e.g. did you know....

We will consider the way we present, informing rather than challenge.

It is important for all adults to have a commitment to challenge in a non-confrontational way by asking questions.

We raise awareness and have a shared language – an equal use of language is the key.

The following definitions help us to understand key language:

Prejudice:

A preconceived opinion that is not based on reason or actual experience.

Discrimination:

Anti-Racist Policy 2024

The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, faith and disability

Racism:

The belief that different races possess distinct characteristics, abilities or qualities, especially so as to distinguish them as inferior or superior to one another

Oxford dictionary

White privilege

'White privilege' refers to the day-to-day advantages that come from being White (or assumed by others to be White) and thus not facing racism. Some people feel that this term is not clear enough, because it only links privilege to skin colour. But this kind of privilege can also apply to other racialised traits – like names and accents. It can also exclude people who are seen as White in some spaces, yet who do face all forms of racism. Like people from the Jewish community, and Gypsy, Roma and Traveller communities. At Mind we use this term to convey that people who do not face racism hold privilege. White people may experience prejudice, discrimination, stigma and disadvantage for many other reasons. But not facing an extra layer of disadvantage on the basis of one's race is still a privilege. *Mind*

'There is nothing but a benefit to understanding our own privileges, white and otherwise.'

'Having white privilege doesn't make your life easy, but understanding it can make you realise why some people's lives are harder than they should be' *John Amaechi 2020*

Unconscious Racism / Bias

Bias and racism are related concepts, but they are not the same thing. Bias refers to a preference or inclination towards or against a particular person, group, or thing, often without considering all available evidence. It can be influenced by various factors such as personal experiences, cultural upbringing, or societal stereotypes.

Racism, on the other hand, is a specific form of bias that is based on race or ethnicity. It involves beliefs, attitudes, actions, or policies that discriminate against individuals or groups based on their race or ethnicity. Racism can manifest in various forms, including individual acts of prejudice, systemic discrimination within institutions, or structural inequalities embedded within societies.

In summary, while bias is a broader concept that encompasses various forms of prejudice or preference, racism specifically refers to bias and discrimination based on race or ethnicity.

Unite for change 2022

Action plan to eliminate racism and become an anti-racist school

Training

Anti-Racist Policy 2024

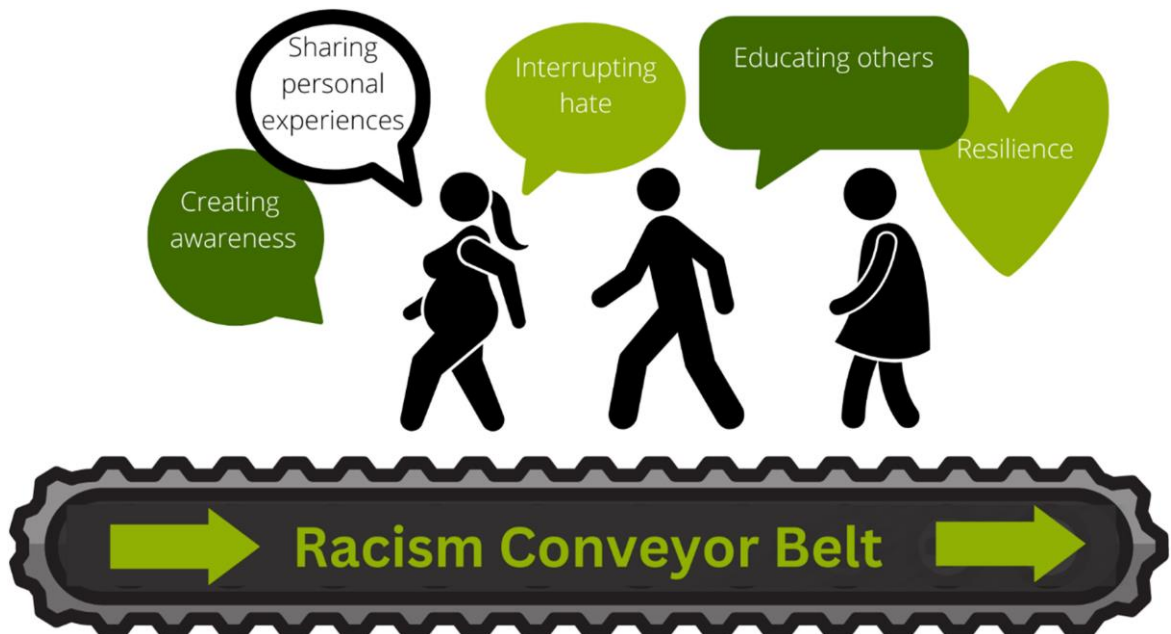
Working in collaboration with Karen Brooke, OSHUN Education.

Training led by Karen includes:

- Teachers and HLTA's – De-colonising your mind
- All school staff training - Anti racist training
- All staff will read and discuss excerpts from David Olusoga – Black British History Regular Friday morning training to discuss

The school has an active working party made up of staff from across the school.

- Books read and discussed include: 'white fragility' and "why I am no longer talking to white people about race'
- The group to be positive role models to challenge the culture within school.
- The group will commit to the following:



Curriculum development.

Termly topic work plans will reflect and represent the cultural diversity of the school community.

An approach of 'cultural infusion' will be used to ensure that attention to all cultures within the school is infused into the curriculum rather than viewed as an add on.

The Expressive Arts and Design curriculum will be key to delivering sessions with an emphasis on race equality

'All about Me' information will include relevant information to inform teachers about the cultural diversity of every child.

Anti-Racist Policy 2024

International week will be integrated into the curriculum

Parents

Parents will be invited into school to share food/music/dance

Parents will be asked to volunteer for reading – using home stories

Appraisal targets will be linked to parents and culture.

Racist incident management

The Head teacher will be notified of any incidents which appear to have racist connotations. If the incident is found to have involved racist or prejudicial action with the intent to harm or distress, the Head teacher will be responsible for reporting this to the governors and the local authority.

This policy will be disseminated and reviewed annually.

New staff will be introduced to the school's anti-racism policy during their induction The working party will be update the policy and it will be reviewed by governors annually.

Links to other relevant policies

- Behaviour
- Curriculum
- PSED
- Attendance
- Safeguarding Policy
- Safer Recruitment Policy
- Prevent policy
- Staff Code of Conduct