

Mile Oak Anti-Racism Strategy

Training for leaders,
staff and governors

Black and racially
minoritised pupil,
parent and carer
support and amplified
voice

Anti-racist leadership,
evidence gathering
and strategy

Racial literacy for
children and staff

Diversifying and
decolonising the
curriculum

Environment, culture,
values and policies

Black and racially
minoritised staff and
governor progression,
retention and voice

Mile Oak Anti-Racism Strategy - Training for Leaders, Staff and Governors

What would we like to achieve/what do we already have?

- A team who are open to being challenged and embrace systemic change.
- A team who actively pursue their own anti-racist learning as well as training provided by the school.
- A team who are actively aware of unconscious bias and take steps to challenge this to make change.
- A whole school commitment to an ongoing learning journey.

What have we done so far?

- INSET Anti-Racism foundations training provided by the local authority.
- INSET Unconscious bias and planning training by Rise Training Group.
- INSET responding to racist incidents and micro-aggressions.
- Black history session provided to all teaching staff which resulted in a review and first changes to the curriculum.
- All staff provided with information around the ethnicity, religion, celebrations and home language of the children in their class.
- School adopted the Halo Code. Information around hair discrimination shared with staff.
- Staff Anti-Racist book group established.
- Shared anti-racist strategy plans on the school website.

What are our next steps?

- All Governors and remaining staff to receive Anti-Racism foundations training.
- All remaining staff to receive responding to racist incidents and micro-aggressions training.
- Anti-Racist Lead to continue to access training offers and to feed into staffing team.
- Anti-Racism to always be part of the agenda during INSET day training.
- All new staff and Governors to receive a specific anti-racist briefing when appointed.
- All new staff and Governors to read an anti-racist book from a list of suggestions when appointed.
- All staff to have 'Widening the View - Diversifying the Curriculum' training.

Mile Oak Anti-Racism Strategy

- BRM pupil, parent/carer support and amplified voice

What would we like to achieve/what do we already have?

- A school where all pupils and families feel heard, represented, celebrated and a part of our school community.
- A school where all pupils and families know our anti-racism strategy and what is currently in progress.
- A school where all stakeholders feed into and help shape school anti-racism strategy plans.
- A school where children are aware of and celebrate each other's religious and cultural beliefs.
- A school where the whole community has access to the support that they need.
- A school with an inclusive uniform policy.

What have we done so far?

- Pupil voice group 'The Mile Oak Majority' created. The group meets regularly to discuss school plans, give feedback and share experiences.
- Belonging form issued to all new families and carers when their child joins us.
- Anti-racism section added to the half termly newsletter.
- Religious celebration section added to the school newsletter.
- First culture day successfully held.
- Parent anti-racism survey issued and results collated.
- Language of the week celebrated in every Friday assembly.
- Investment in support from the Ethnic Minority Achievement Service (EMAS)
- Requested and received a book donation from [The Open Minds Project](#) All of the books have global majority characters.
- School library has a dual language section and books which feature global majority characters.
- School website has a multi language translation feature.

What are our next steps?

- Form a parent voice group
- Provide a prospectus in different languages.
- Undertake a review of the religious celebration section on the school newsletter.
- Ensure that all of our children feel their religion and culture is celebrated equally.
- Ensure that culture day always reflects our 'Think Big!' approach.
- Include pictures raising aspirations on displays throughout the school i.e. artists, musicians, scientists on subject boards.)
- Ensure we have diverse, inspirational speakers and authors at events such as book week and science week.
- Arrange for global majority mentors to visit from local secondary schools.
- Continue to invest in books and literature for pupils, staff and families.

Mile Oak Anti-Racism Strategy

- Anti-racist Leadership, Evidence Gathering and Strategy

What would we like to achieve/what do we already have?

- A school development plan that includes anti-racism as a focus area.
- An Anti-Racist Lead who actively promotes and guides the anti-racist strategy.
- A school working party who works together to guide the anti-racist strategy.
- A robust anti-racist action plan which is regularly reviewed and updated by the anti-racist lead.
- A staff team who have clear guidelines and confidence to respond to racist incidents.
- An equalities policy which reflects and supports our whole community.
- Racism being recognised and discussed as a safeguarding issue.
- A school which reports incidents of racism to their governors and the local authority.

What have we done so far?

- School Anti-Racist Lead is in place.
- Anti-racism added to school development plan.
- Working party formed comprising of anti-racist Lead, History Lead and PSHE Lead.
- Whole school action plan created and reviewed half termly.
- Guidelines created for responding to racist incidents. (see appendix 1)
- Working party visited Brighton anti-racist conference for training around diversifying the curriculum.
- Dedicated website section given to our anti-racism journey.
- Racist incidents are discussed and recorded as part of safeguarding meetings.
- Racist incidents are reported at termly Governor meetings.
- Every child is discussed every term at Pupil Progress Meetings.
- PSHE focused diversity learning walk.

What are our next steps?

- An external anti-racist/equalities audit - supported by both primary and secondary anti-racist city leads.
- Regular diversity learning walks to take place.
- Develop a plan specifically targeting anti-racist practice and cultural celebration in Early Years
- Expand the school working party to include staff from all curriculum areas.
- Equalities policy to be finalised and published.
- Continue to develop curricular links to BRM people and all religions.
- Continue to develop text diversity
- Continue to support staff through training and discussion.
- Continue to build a diverse range of visitors to school.
- Continue to review and develop the whole school action plan.
- Uniform policy needs to be explicit in promoting cultural dress and hairstyles.
- Data on attendance, attainment, progress and exclusion to be tracked with a BRM filter.

Mile Oak Anti-Racism Strategy - Racial Literacy for Pupils and Staff

What would we like to achieve/what do we already have?

- A staff team who are confident talking about race and having difficult conversations.
- A staff team who do not see or use whiteness as 'the default'.
- A staff team who are confident to have restorative discussions and give education following a racist incident.
- A staff team who recognise, acknowledge and confidently manage racist incidents. Always involve families when an incident takes place.
- Children who understand why people have different skin colours and don't see whiteness as the default.
- Children who are confident talking about race and are able to use correct terminology and suitable language.
- Children who are actively anti-racist.
- Children who see themselves as global citizens and are aware of their power to create change.

What have we done so far?

- Ongoing staff training around racial literacy and anti-racist practice.
- Diversity is progressively covered as part of our curriculum from Early Years to Year 6.
- All children receive racial literacy PSHE lessons as part of the 'Good to Be Me' and 'Growing an Anti-racist School' topics.
- Whole school anti-racism assemblies have taken place.
- Staff avoid using global majority children as a representative of their culture or ethnicity.
- Created Culture day to celebrate our differences and our similarities.
- Invested in new books for our school library to ensure that diversity is well represented.
- Made changes to texts that were used in learning.
- Contacted the Open Minds Project and received a donation of books for Early Years.

What are our next steps?

- Supporting families to ensure that they are also confident talking about race with their children and know suitable language and terminology.
- Further diversifying the curriculum to include racial literacy in all areas.
- Regular assemblies that promote racial literacy and global citizenship.
- Ensuring that all staff and Governors have received Anti-Racist Foundations Training.
- Invest in accessible home reading, - dual language books.
- Ongoing training for staff.
- School library and reading scheme audit to ensure books on offer are diverse and do not contain racist stereotypes or negative phrasing around colours that may relate to skin colour.
- Resources for families and children to be added to the school website.

Mile Oak Anti-Racism Strategy - Diversifying and Decolonising the Curriculum

What would we like to achieve/what do we already have?

- A school where Black History is taught all year and is embedded in the whole school curriculum. Black History is not an 'add on'.
- A school where literature is diverse and does not contain racist stereotypes or negative phrasing around colours that may relate to skin colour.
- A school where resources equally reflect all of our pupils and raise aspirations.
- A school where curriculum linked visitors are diverse.
- A school where anti-racist practice is embedded throughout all learning.

What have we done so far?

- R.E - Every year group visits a different religious building.
- PSHE - We use Diverse slides and representations.
- History - diverse range of topics e.g. black Tudors, the three Kings who visited Brighton.
- Diversifying lessons and displays is not 'done'. This development is always ongoing.
- Invested in diverse books as well as receiving a donation from The Open Minds project.
- School visit from Lyndon Lynch former Head Coach GB/England Paralympic football team.

What are our next steps?

- Consider cultural barriers to trips/visits/clubs, directly discuss this with families.
- Consider clubs for cultural sports.
- Diversity learning walks to take place
- Early Years audit of topics to take place.
- Teachers to receive training in decolonising the curriculum.
- Anti-racism training to continue for all staff through PDM time and the local authority training offer.

Mile Oak Anti-Racism Strategy - Environment, Culture, Values and Policies

What would we like to achieve?

- A school where all children see themselves represented in all lessons.
- A school where all children see themselves represented in all areas of the environment.
- A school that has a fully inclusive culture that is celebrated by all.
- A school where anti-racism is embedded in our values.
- A school where anti-racism is embedded in all policies.

What have we done so far?

- All displays demonstrate representation of our school community.
- We avoid the use of emojis and cartoons when creating images of people on displays, slides etc.
- We have adopted the Halo code which is a code to prevent hair discrimination.
- Our P.E kit policy is inclusive and allows children to change prior to school.

What are our next steps?

- Consider cultural barriers to trips/visits/clubs, directly discuss this with families.
- Uniform policy needs to be explicit in promoting cultural dress and hairstyles.
- Whole school equalities audit with external anti-racist leads.
- Continuing culture day with a 'think BIG' philosophy.
- Termly diversity learning walks to take place.
-

Mile Oak Anti-Racism Strategy - BRM staff and governor progression, retention and voice

What would we like to achieve?

- A school which has ethnically diverse employees.
- A school which has an ethnically diverse governing body.
- A recruitment process with no unconscious bias.

What have we done so far?

- Candidate names removed from application forms to rule out unconscious bias.
- Explored advertising on the website BAMEed. However, the costs for this are significant and currently the school budget will not account for this.
- Recruited a global majority governor.

What are our next steps?

- We will look at other ways of advertising directly to global majority educators.
- Continue to seek to diversify the governing body.
- Seek the views of our global majority governor on the strategy.