Brighton & Hove Anti-racist education strategy

Creating a community of anti-racist education settings where the complexities of our diverse interwoven histories are acknowledged, where every child can learn and thrive, where everyone feels safe and equal and where we all have a strong sense of identity and belonging.

Version 3: March 2022

Contents

Introduction

Prejudice is a burden that confuses the past, threatens the future, and
renders the present inaccessible
- Maya Angelou.

Like so many communities around the globe, Brighton & Hove residents were deeply impacted by the racist murder of George Floyd in May 2020. We face a growth in intolerance and racism in the UK and across the globe. Educators, young people, parents and carers across the city raised the issue of racism in education with Councillors and the need for a strategic, well-informed and consistent approach was identified A draft Brighton & Hove City Council's anti-racist education strategy was agreed at Children and Young People's Committee in November 2020 and funding was agreed by the Brighton and Hove City Council in March 2021. The strategy supports the council's 2020 pledge to become an anti-racist city.

The Council is deeply grateful to the wide range of people who contributed to the development of the strategy including local education experts, education workers from all phases, parents and carers, young people, community organisations and community representatives. The Council is especially grateful for the time and energy educators and young people of colour have given, sharing their experiences, insights and visions.

This strategy supports the development of anti-racist practice in early years, primary, secondary, special schools, sixth-form colleges and alternative educational provision. Through implementing this strategy, we aim to achieve the following vision: **Creating a community of anti-racist education settings where the complexities of our diverse interwoven histories are acknowledged, where every child can learn and thrive, where everyone feels safe, equal and we all have a strong sense of identity and belonging.**

Through this strategy, education settings will be supported to develop their anti-racist practice in a way that responds to the unique needs of their communities. Implementing the strategy will support education settings to meet:

- Safeguarding duties
- Duties to prevent and respond to bullying
- Statutory duties under the Equality Act (2010)
- Requirements to provide a broad and balanced education
- Requirements to support the spiritual, moral, social and cultural development of pupils and students.

Need

> Not seeing race does little to deconstruct racist structures or materially improve the conditions which people of colour are subject to daily. In order to dismantle unjust, racist structures, we must see race. We must see who benefits from their race, who is disproportionately impacted by negative stereotypes about their race, and to whom power and privilege is bestowed upon - earned or not - because of their race, their class, and their gender - Reni Eddo-Lodge.

Racism is a long standing and complex problem in British society and in our education systems (Alexander et al 2015, NAHT 2021, Gilborn & Mirza 2000, Asare 2009, Batty et al 2021, Haque 2017). Below is a summary of local and national data highlighting the disproportionate educational, health, wellbeing and life course outcomes experienced by BAME people in the UK. More data (including sources) and research can be found at Appendices 5-6.

Key statistics: Brighton and Hove

(More detail and referencing for these statistics is in Appendix 5.)

Brighton and Hove is an increasingly diverse city: **27.5% of pupils identify as BAME**.

Brighton and Hove is also a language-rich city with **94 languages other than English spoken**. 14% of Brighton & Hove pupils report having access to languages other than English at home.

In 2021, **just under 6% of the school workforce** identified as BAME.

In standardised testing, **seven of sixteen minority ethnic groups achieved above** the standard for White-British pupils, and **nine were below** the standard for White-British pupils. Those below included pupils from Bangladeshi, Pakistani, Black African, Black Caribbean and mixed heritage families.

The attainment gap between those who are on free school meals and those who are not for **White British disadvantaged pupils is 19.74%.** For **mixed heritage White and Asian pupils this jumps to 23.47%** and for **Bangladeshi pupils to 26.65%**.

Five of sixteen minority ethnic groups have higher rates of missed school sessions than White British pupils. These groups are: Gypsy or Roma, Traveller of Irish Heritage, Black Caribbean, White and Black Caribbean, and White and Black African.

Five of sixteen minority ethnicity groups experience more fixed term exclusions than White-British pupils. These groups are: Gypsy or Roma, Black Caribbean, White and Black Caribbean, Any other Black Background, White and Black African.

Black or Black British Caribbean young people are three times more likely not to be in education, employment or training than their peers.

55% of key stage four students anonymously reported having seen racism in school, with 12% reporting experiencing it. These figures are unlikely to be an accurate representation of the scale and number of racist incidents as a consequence of lack of identification and under-reporting.

Key statistics: National

More than 50% of BAME teachers reported being subjected to discrimination or harassment at work because of their race/ethnicity.

There have been **60,000 racist incidents recorded in UK schools since 2016**.

7.6% of the total teaching workforce in England is BAME.

Fewer than 1% of GCSE students in England **study a book by a writer of colour**.

Only 12.5% of teachers surveyed said they had training on how to talk about race as part of their initial teacher training.

78% of teachers want training on teaching histories of migration and 71% on teaching histories of empire.

Unemployment rates are significantly higher for ethnic minorities at 12.9% compared with 6.3% for White British people.

Rates of prosecution and sentencing for Black people are three times higher than for White people.

Pakistani or Bangladeshi and Black adults are more likely to live in substandard accommodation than White people.

38% of ethnic minorities were more likely to live in poverty compared with 17.2 per cent of White people

Gypsies, Travellers and Roma were found to suffer poorer mental health than the rest of the population in Britain and they were also more likely to suffer from anxiety and depression

2,255 incidents of anti-Semitism were recorded last year. It is the **highest annual tally of antisemitic hatred ever recorded** and is a 34% increase from the 1,684 incidents recorded in 2020.

Hate crime offences recorded against Muslims reached 45% of all recorded religious <u>hate crimes</u> in the year ending March 2021.

In addition to this quantitative data, we gathered a significant amount of qualitative data in the process of developing the strategy. Quotes from education workers and pupils have been included throughout the strategy.

More local data will be collected over the course of the strategy to inform the work taking place and to track the progress being made.

Terminology

There is no such thing as race. None. There is just the human race-scientifically, anthropologically- Toni Morrison

---

There is much discussion about which language best describes groups harmed by racism and there is no consensus. It is expected that discussion around language will continue throughout the delivery of this strategy and that the terms used will change in consultation with communities. The terms 'Black, Asian and Minority Ethnic (BAME)' and 'people of colour' are used interchangeably in this strategy whilst acknowledging that neither of these are perfect terms. Further explanation on terminology can be found at **Appendix 4.**

While the strategy uses these umbrella terms, it also recognises that differently racialised groups have different experiences in education. This strategy aims to prevent and respond to a broad range of racisms and intersecting oppressions. Over the course of the strategy focused attention will be given to differently racialised communities including but not limited to Black, Caribbean, mixed heritage, Asian, Chinese, Jewish and Gypsy, Roma and Irish Traveller communities.

Principles and Values

The classroom remains the most radical space of possibility in the academy- bell hooks.

The strategy is informed by the following set of evolving principles and values.

- Early years settings, schools and colleges are vital community spaces, preparing all children and young people and their families to be part of an inclusive, equitable and diverse society.

- Every child has the right to free, safe and high-quality education where they are supported to learn, thrive and reach their full potential (UN 1989).

- Children and young people are re-creators of the world and therefore should be co-creators of their education (Freire 1972).

- We are all socialised and conditioned into unequal and racialised societies. All of us have work to do to 'unlearn' the racism we have absorbed from society (Kendi 2019).

- Anti-racist education benefits everyone, not just those who experience racism (Alexander et al, 2015).

- The majority of the people around the globe are not white and yet ideas about white superiority are still deeply influential and prevalent (Kendi 2019).

- Anti-racist education should directly address the realities of racism while being careful not to reinforce problematic ideas about 'race' (Kendi 2019).

- If we are not actively anti-racist, we are allowing/ perpetuating/ enabling racisms to persist (attributed to Angela Davis). Anti-racism is a practice, not a destination.

- Racism is a structural/ systemic/ institutional issue as well as an interpersonal one. Change should be sought at all levels to have a meaningful impact. (Alexander et al, 2015).

This strategy will:

- Seek the voice and meaningful contribution of children and young people to inform all aspects of the work.

- Seek the voice and meaningful contribution of those with lived experience of racisms and intersecting oppressions.

- Seek to support BAME leadership and collaboration between BAME and White people in taking anti-racist work forward.

- Consider the unique experiences and needs of differently racialised groups.

- Work towards *dismantling* racially problematic practice and supporting BAME pupils, staff, parents and carers with *navigating* issues of racism.

- Take an intersectional approach, seeking to understand and respond to how all of our identities, including sex, gender, special educational needs and disabilities

(SEND), economic disadvantage, refugee or asylum status, religion, English as an additional language (EAL) and lesbian, gay, bisexual and trans identities (LGBT+) shape our experiences in education.

- Emphasise sustainable change and an open sharing and reflection on practice, including learning from practice in other parts of the country and the globe.

- Be iterative, reflexive and unfolding. We hope to both challenge and be challenged.

- Be directly accountable to the wider community. Change will be measured and reported on regularly.

Intersecting strategies

The strategy recognises the intersections with other BHCC strategies and areas of work including:

- Disadvantaged Strategy and the Strategy for Tackling Educational Disadvantage

- Fair and Inclusive Action plan

- SEND strategy

- Environmental education strategy

> *I appreciate that the Anti Racist schools' strategy needs to be focused and targeted. At the same time, I think there is an opportunity for deeper understanding if we can show the interconnectedness between racism, structural inequalities, and climate emergency.*
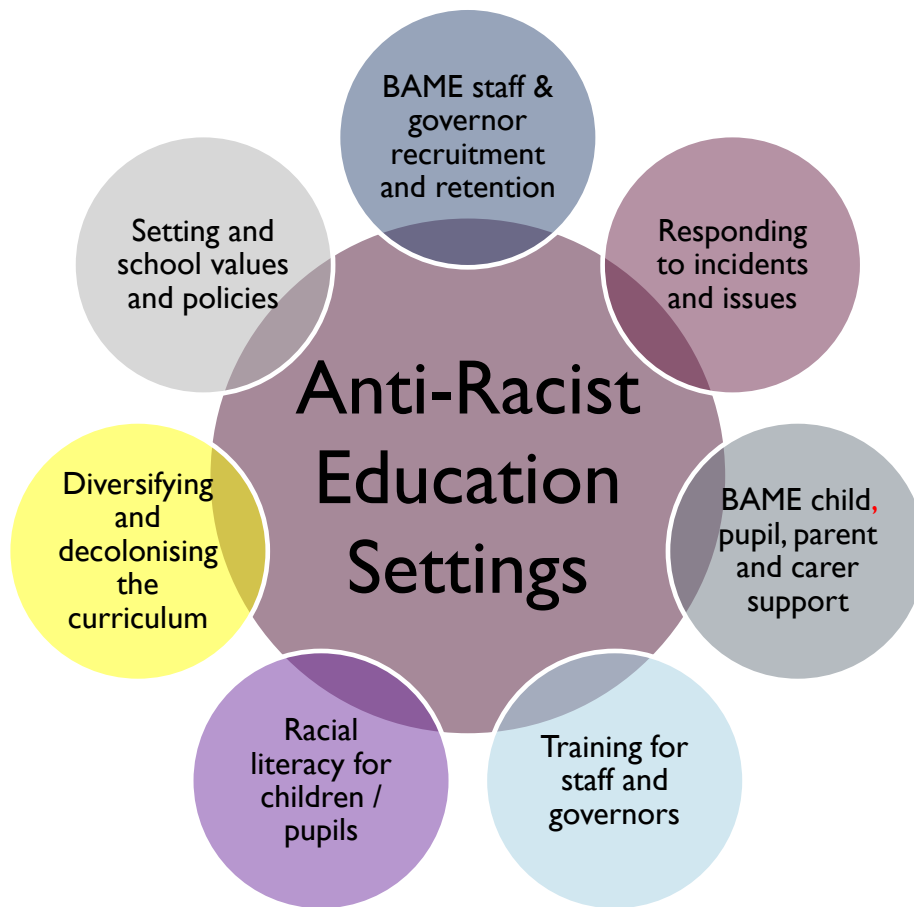> *- Education worker*

Change areas

Because racism is not like jealousy or selfishness, it is not a primal urge or a basic instinct, it is a 400-year-old political and economic system that has infected our institutions, our culture and even our thinking

- David Olusoga.

The strategy identifies seven areas where we aim to nurture change:

For each change area we have identified a long-term outcome, a series of medium-term outcomes (Appendix 1) and a schedule of activities (Appendix 2).

Training for staff and governors

> If we do not know how to meaningfully talk about racism, our actions will move in misleading directions- Angela Y. Davis

Outcome: All adults in education settings are skilled and confident to support and educate in a way that enables rather than harms and that is informed by a strong understanding of anti-racist practice and intersectional social justice.

Many teachers (White and BAME) report feeling ill prepared to promote anti-racism through schooling and the curriculum (Joseph-Salisbury, 2020). The over-whelming White leadership in education settings typically lack understanding of personal and structural racism and what is required to build inclusive education environments (Miller, 2020).

> *I think the wider training of staff will have a big impact within school. I agree that a lot of staff feel cautious/ ill equipped to tackle issues around racism because they don't want to get it wrong or say the wrong thing and any additional training will help build staff's confidence and understanding. – Education worker*

A comprehensive training programme beginning with racial literacy training is required for all education workers. Key aspects of racial literacy include: an historical understanding of the construction of 'race'; an understanding of structural or systemic racism and an understanding of contemporary manifestations and reproductions of 'race' both within and outside of schools. This is in contrast to 'colour-blind' approaches that have dominated equalities strategies in recent decades (Gillborn, 2008).

Activities:

- Engage with a range of external training providers to provide training to education staff alongside facilitated dialogue spaces
- Develop drop-in sessions, networks and approaches to share and reflect on practice to learn with and from each other

- Bring in expertise from a wide pool of trainers/ consultants/ educators/ young people/ academics to inform the development of a comprehensive training programme
- Train a core group of educators of colour and white allies to deliver training programmes and facilitate safe and productive dialogue
- Develop a structured programme of CPD that:
  - Provides foundation level anti-racist education training covering all aspects of anti-racist education in alignment with the change areas set out in the strategy
  - Provides pathways for development of understanding and practice from foundation to advanced levels with tailored courses for early years, teachers, support staff, leadership, governors, etc.
  - Incorporates a diversity of training styles and methods to meet different needs including lecture style sessions, dialogue-based session and allowing time for reflection, discussion and sitting in discomfort
  - Is intersectional in approach and content
  - Includes specialist training for specific curriculum areas and key stages, pastoral staff, incident reporting, special educational needs and disability and safeguarding, etc.

BAME child, pupil, parent and carer support

Racism is man's gravest threat to man - the maximum of hatred for a minimum of reason- Abraham Heschel

> *Looking at the racial make-up of my predominantly white-staffed-school, I think trying to promote awareness among support staff, admin and cleaners could be beneficial. A black child might not meet a black adult face here until the cleaners come in, which doesn't feel representative of Brighton now. I would like to speak to kids about race and their experiences, and how I can make their time here better from that perspective, but don't feel qualified. - Education worker*

Outcome: BAME families are supported, their unique identities are recognised and celebrated, and they are valued and equal members of their school/nursery/college community.

Racism causes harm and can be an adverse childhood experience (EIF, 2020). The manifestations of trauma responses to inherited and lived racism can often lead to BAME pupils facing punitive treatment. It is important that BAME children, pupils and parents are *supported* with the realities of navigating racialised experiences, and that everyone in the school community is *empowered* to become active in resisting and challenging problematic practices. The diversity of BAME families must also be recognised as challenges faced by BAME pupils and their families in education are often exacerbated if they have a special educational need or disability or other intersecting identities.

Activities

- Establish BAME pupil support groups alongside BAME youth worker support in secondary and FE settings
- Provide BAME pupils with further opportunities for networking, growth and development
- Involve BAME pupils in the development of training and resources
- Review and expand existing mentoring programs
- Develop peer networks for parent/carers of colour and parent/carers of children of colour within and across educational settings
- Continue working with relevant Council teams to ensure BAME-led community groups are adequately and sustainably funded
- Increase access for parent/carers of colour to parent/carer platforms.

Responding to incidents and issues

If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together- Lilla Watson

---

Outcome: Incidents are reported because the setting is trusted to consistently identify, record and respond in a way that recognises the harm caused by racism and seeks resolutions that support justice, learning, relationships, and wellbeing.

Consultation with BAME pupils, parents and teachers and pupils and those belonging to faith communities revealed a range of barriers in reporting incidents and issues:

- Previous poor experiences (e.g., dismissive responses made situation worse)
- A sense that "the school doesn't want to know"
- A lack of confidence or language to report issues and concerns
- Uncertainty of whom to report to
- Fear of backlash or retaliation
- Unclear processes for reporting and responding in the setting
- Unwanted challenges to the self-image of school.

Studies show that many teachers understand racism and religiously motivated hate solely as acts of individual discrimination and thereby only recognise racism in schools when it appears in the use of racial slurs or other overt incidents (Lander, 2014; Asare, 2009). This limited understanding contributes to the way issues/concerns are understood and handled. Incidents are symptomatic of a broader systemic issue that should be interrogated.

In their book *Dealing and not dealing with incidents*, Richardson and Miles (2008) highlight how while dismissive and punitive responses are both common in schools, both fail to meet the needs of the person or people that have been harmed, and the person or people that have caused harm and the wider school community. A dismissive approach can normalise the harmful behaviour in the school community, and leave the children

> *Teachers should know how to deal with situations - not invalidate someone's experience, know how to comfort them, and know how to teach racists not to be racist- Pupil*

harmed feeling unsupported. A punitive approach can leave the children who have caused harm, socially judged and excluded. They call for a restorative approach that aims to: Attend to the needs of the person or people that have been caused harm; enable the person or people who have caused harm to take responsibility for the impact of their behaviour and reintegrate them into the school community and ensure that the broader school ethos, curriculum and practices support any concerns and issues that arise from incidents.

Activities:

- Pilot projects supported in individual settings
- Review current approaches across a sample of settings
- Explore restorative justice interventions and develop training and support package
- Develop reporting systems guidance supporting settings to enable children, young people and families to report incidents. The systems should be accessible, consistent, straightforward and not require written submission
- Develop clear and supported casework system which includes both support for the setting to respond appropriately and advocacy support for BAME CYP and for parents/carers
- Deliver restorative justice training and support to education settings to encourage a culture shift
- Communicate systems to children, young people, parents, carers and staff.

Racial literacy for children/ pupils

> Not everything that is faced can be changed, but nothing can be changed until it is faced- James Baldwin

Outcome: Children and young people have empathy, understanding, care and support for each other that is informed by a developing knowledge of historical and contemporary racisms.

There is ample evidence spanning decades that children as young as 3 years old begin to learn the markers of racial categories and racial hierarchy (Apfelbaum et al, 2020; Brown, 2005) and yet the widespread view that children, particularly young children, are racially unaware persists. In addition, we heard in our consultation with young people that children learn throughout their education that racism is an uncomfortable topic for adults and consequently have few opportunities to develop their own understanding and capacity to discuss this complex topic.

To address this gap in education, racial literacy should be embedded across the curriculum alongside specific racial literacy focused lessons as part of PSHE and critical thinking programmes.

Activities:

- Develop EYFS, KS1 and 2 racial literacy curriculum framework

- Develop KS3, 4 and 5 racial literacy curriculum framework

- Input and review by children and young people of colour, educators of colour, parents/carers into racial literacy frameworks and resources

> *They need to teach everyone about racism… and the history… but I don't know if the teachers know … so how can they teach it- Pupil*

- Source materials from more established schools and programmes such as in Hackney, Lewisham, Birmingham, Manchester and Bristol
- Scope philosophy for children and other pedagogies that support meaningful racial literacy
- Pilot resources and programmes and take learning forward
- Train staff and building confidence
- Annually review of curriculum framework and resources

Diversifying and decolonising the curriculum

The very notion of Great Britain's 'greatness' is bound up with empire. Euro-scepticism and Little Englander nationalism could hardly survive if people understood whose sugar flowed through English blood and rotted English teeth- Stuart Hall

Outcome: Challenging and changing the established Eurocentric curriculum so that we tell and hear stories from different perspectives, not just the coloniser's version.

The broad aims of diversifying and decolonising the curriculum are to

- Teach an accurate and balanced world view, moving away from a Eurocentric approach
- Embed BAME history and contributions to all subject areas in the curricula
- Develop critical thinking skills
- Ensure all pupils feel reflected in the curriculum, resources and environment
- Challenge and deconstruct racial stereotypes (Moncrieffe et al,2019)

- Ensure language used in the curriculum and school environment is inclusive and reflective

- Understand the impact of particular areas of the curriculum on BAME pupils e.g., considerations of the needs of Jewish pupils when teaching the Holocaust and of Black pupils when teaching the transatlantic slave trade.

This is a substantial and complex undertaking with different concerns, requirements and constraints for different subject areas and key stages. Constraints of exam syllabuses, for example, can severely limit the scope of schools to modify the curriculum at key stages 4 and 5, but this does not mean that there is no scope for diversifying the curriculum in all key stages. There are a plethora of resources and guidance related to diversifying and decolonising the curriculum, and significant value in coordinating efforts across schools. Some good practice examples include ensuring the history curriculum adequately addresses colonial, pre-colonial and post-colonial history, early years and primary story books reflect a diverse range of characters and perspectives, and contributions to scientific and mathematical knowledge from across the globe are recognised.

Activities:

- Create and pilot resources, raise awareness across education settings and communities, share peer learning through communities of practice
- Continue collating and sharing texts and resources that reflect diversity and promote anti-racism
- Encourage and resource cross- setting subject leads to review and develop curriculums
- Engage with academics, parents, carers, educators and pupils of colour to evaluate learning resources
- Facilitate work with experts in the field to develop appropriate resources to be used in the classroom
- Begin work with an academic partner to co-develop a training package on diversifying and decolonising the curriculum with differentiated training modules developed for subject leads and teachers

> *[Teachers] ignore the fact that Black people discovered many things. They degrade Black people. They need to teach about other cultures and appreciate them - Pupil*
>
> *In history they only talk about Black people as slaves - they don't say anything good about Black people. And then other pupils think they can call us slave- Pupil*
>
> *When they talk about Islam/India/racism in lessons - the teacher asks me - but how am I supposed to know - I'm a child at school- Pupil*

- Support and engage with national curriculum change campaigns

Setting values and policies

> Had I known the proximity of African stories to British stories, of black people to British people, of Blackness to whiteness, it might have changed the way I saw myself. I have kept a diary since I was eight years old. Even the earliest entries record a constant consciousness of feeling at odds with my surroundings, of being defined by my skin, hair, name and a murky background from a place synonymous with barbarity and wretchedness- Afua Hirsch

Outcome: Anti-racist education is integrated into every policy and put into practice. It is felt, experienced, seen and heard in every aspect of nursery/school/college life shifting the experience of all pupils, families and staff

Education setting values and mission statements often contain words like respect, tolerance, inclusion, thriving, equality and safety. These words resonate strongly with anti-racist practice. Situating anti-racist practice within our values and mission will help to ensure changes are sustainable and embedded.

Many of the Black girls shared incidents where they had been told to modify/change their hairstyles. They felt strongly that the school's hair policies were discriminatory to Black girls in particular - Education worker

Some education setting policies and practices can have a disproportionately negative impact on BAME communities. Examples include attendance (religious holidays), uniform (religious clothing e.g., Kippah, Hijab, turbans), rules for hairstyles, parent/carer engagement systems, behaviour policies and food provision. Reviewing policies and practices with a racially literate lens will support the process of being an anti-racist education setting.

Activities:

- Audit tool shared and settings resourced to carry this out
- Engage national experts to advise and support with developing strategies for reducing exclusions based on local evidence and national research
- Support all settings to appoint an anti-racist education lead person or group, action plan and working group
- Develop guidance for education settings to support the integration of anti-racist education across all policies
- Review existing guidance (including Equality and Diversity Walks and equality model policy)
- Scope work to assess need and model for a designated BHCC named person to oversee responses to racist incidents, racism and poor practice and as a point of escalation (similar to responsibilities of a LADO)

BAME staff and governor recruitment and retention

You cannot be what you cannot see- Dr Ronx

Outcome: There is diversity on all governing bodies and staffing groups, including the leadership, to reflect the city's population and the local community.

The workforce and particularly leadership in Brighton & Hove educational settings is overwhelmingly White and there is growing disparity between the ethnic make-up of the workforce and the communities they serve. This disparity persists at all levels of the education system and in trainee teacher numbers.

I have read the Anti-Racist Schools [draft] Strategy, and think a strength is the realisation that this is a long-term project to ensure sustainability: I think it will be more powerful to focus on the systemic nature of racism and what underpins it to change attitudes and beliefs, rather than firefight incidents - Education worker

Nationally, BAME teachers leave the profession at nearly twice the rate of their White colleagues and cite discrimination in the workplace from pupils, parents and colleagues, lack of career progression, isolation and a lack of support as contributing factors (Haque, 2017, NEU 2018, NAHT 2021).

Lack of diversity in the setting workforce sends powerful messages to all children and young people about who holds authority, knowledge and leadership. Many BAME pupils and parents report that a lack of BAME adults in education settings contributes to a culture that misunderstands them (Wah, 2020).

Activities:

- Collect baseline data on recruitment and retention
- Engage national experts on diversity recruitment to advise and support with developing strategies to diversify staff and governing bodies
- Offer external supervision or coaching to educators of colour

> *Why are there not more teachers of colour? Why are all the teachers white? I think we would feel more understood at school if there were more teachers of colour-*
> *Pupil*

- Offer opportunities for peer support and development for educators of colour
- Offer opportunities for educators of colour to work on the anti-racist education strategy through supply and secondment arrangements
- Scope potential for peripatetic educators of colour
- Develop/commission leadership programme for educators of colour
- Review data collection methods and systems and improvements made to ensure accurate and meaningful data is available
- Review and develop training offer to new teachers and education staff
- Revisit conversion schemes and targeted progression pathways – EMAS, support staff, etc.

Appendix 1: Outcomes

All Children and Young People

- All children and young people feel a sense of belonging and have their intersectional identities affirmed in education
- All children and young people know what racism is in all its forms, how it developed and how it impacts people differently
- All children and young people have access to a consistent, high-quality racial literacy curriculum delivered by informed and skilled teachers
- All children and young people see themselves represented in the curriculum, are engaged with it, and are supported to learn and thrive
- All children and young people have equitable access to high quality mainstream education settings that meets their needs

BAME Children and Young People

- BAME CYP experiences of racism are heard, recognised and appropriately responded to
- BAME CYP are supported to understand and begin to heal from their own and their ancestor's experiences of racism
- BAME CYP feel all aspects of their complex identities are seen and acknowledged without stereotypes or assumptions clouding others' perceptions
- BAME CYP voice is safely and appropriately heard around experiences, needs and ideas and change is pursued at all levels
- BAME CYP have knowledge and a felt and real sense of power to affect change in their setting
- BAME CYP are equally able to learn and thrive within education settings
- BAME CYP expressions of trauma and oppression are appropriately responded to and not treated punitively

- BAME CYP feel confident they will be heard when they raise issues/incidents and feel trust in the ability of staff to respond appropriately

BAME families

- BAME families have access to spaces where they are seen, believed and accepted
- BAME families are heard around experiences, needs and ideas and change is pursued at all levels
- BAME families have a felt and real sense of power to affect change in their child's education setting
- BAME families trust that racist issues/incidents will be heard, recorded and responded to appropriately

Education workers

- Education workers have an increased understanding of the importance of and mechanisms/skills for recognising, recording and responding appropriately to racist issues and incidents
- Education workers have an increased understanding that racist incidents are symptomatic of wider structural inequalities and respond accordingly
- Education workers have an increased understanding of the wider impact of racism on children's learning and behaviour as a traumatic adverse childhood experience
- Education workers have access to training and development that supports their skills and knowledge in anti-racist education
- Education workers have anti-racism outcomes built into work plans, development plans and performance reviews
- Education workers understand why anti-racist education is important and are able to discuss 'race' and racism clearly and openly
- Leaders are skilled and knowledgeable about anti-racist education and their role and responsibilities as Leaders to model and affect change

- All new staff receive foundational anti-racist education training as part of their induction into a BHCC education setting
- BAME education workers have access to safe spaces for peer support, reflection, healing and support with career progression

Governors

- Governors are skilled and knowledgeable about anti-racist education and their role and responsibilities as governors to model and affect change
- Governing bodies represent the full diversity of their communities

Education settings

- Education settings have processes for engagement that support equitable access for BAME and intersecting marginalised communities
- All education settings implement a broad and balanced curriculum, acknowledging the contribution of people from a diverse range of backgrounds, ethnicities and religions to ensure the best globalised education for everybody
- All education settings have a curriculum that challenges rather than reinforces stereotypes and recognises diversity within groups and the intersectionality of individuals
- Education settings have actively anti-racist approaches and broader inclusion embedded into core policies including safeguarding, behaviour and exclusions, uniform and presentation, wellbeing and pastoral policies and dignity at work
- Vacancies attracts applicants from diverse communities' representative of Brighton and Hove
- Education settings are clearly welcoming and inclusive of the full diversity of BAME people enabling a sense of belonging and community

BHCC

- BHCC has a well informed and structured programme of anti-racist education CPD from foundation level to advanced, for all education workers
- BHCC has an established network of people with expertise for ongoing consultation, training and facilitation needs
- Transformational shift to ensure anti-racist education values, ethos and approaches are embedded into all aspects of Education in BHCC and it's maintained education settings

Appendix 2: Roadmap

Anti-racist education strategy roadmap

Summer term 2022 to end Spring term 2024 (Years 2-4)

Last date of review: 25th Jan 2022

Next review due: 25th Jan 2023

Outputs	When (term)
Training for staff and governors: All adults in education settings are skilled and confident to support and educate in a way that enables rather than harms that is informed by a strong understanding of anti-racist practice and intersectional social justice.	
Engage with a range of external training providers to provide training to education staff alongside facilitated dialogue spaces	Summer 22
Develop drop-in sessions, networks and approaches to share and reflect on practice to learn with and from each other	Summer 22
Bring in expertise from a wide pool of trainers/ consultants/ educators/ young people/ academics to inform the development of a comprehensive training programme	Summer 22
Train a core group of educators of colour and white allies to deliver training programmes and facilitate safe and productive dialogue	Summer 22
Develop a structured programme of CPD that:	Autumn 22-Autumn 23

- Provides foundation level anti-racist education training covering all aspects of anti-racist education in alignment with the change areas set out in the strategy - Provides pathways for development of understanding and practice from foundation to advanced levels with tailored courses for early years, teachers, support staff, leadership, governors, etc. - Incorporates a diversity of training styles and methods to meet different needs including lecture style sessions, dialogue-based session and allowing time for reflection, discussion and sitting in discomfort - Is intersectional in approach and content - Includes specialist training for specific curriculum areas and key stages, pastoral staff, incident reporting, special educational needs and disability and safeguarding, etc.	
BAME child, pupil, parent and carer support: BAME families are supported, their unique identities are recognised and celebrated, and they are valued and equal members of their school/nursery/college community.	
Establish BAME pupil support groups alongside BAME youth worker support in secondary and FE settings	3 by end Spring 22 6 by end Spring 23 10 by end Spring 24
Provide BAME pupils with further opportunities for networking, growth and development	Summer 2022
Involve BAME pupils in the development of training and resources	Summer 2022 ongoing
Review and expand existing mentoring programs	Spring 23
Develop peer networks for parent/carers of colour and parent/carers of children of colour within and across educational settings	Pilots 22 with a focus in Spring 23
Continue working with relevant Council teams to ensure BAME-led community groups are adequately and sustainably funded	Ongoing
Increase access for parent/carers of colour to parent/carer platforms.	Spring 23
Responding to incidents and issues: Incidents are reported because the setting is trusted to consistently recognise, record and respond in a way that recognises the harm caused by racism and seeks resolutions that support justice, learning, relationships, and wellbeing.	

Support pilot projects in individual settings	Summer 22
Review current approaches across a sample of settings	Autumn 22
Explore restorative justice interventions and develop training and support package	Autumn 22
Develop reporting systems guidance supporting settings to enable children, young people and families to report incidents. The systems should be accessible, consistent, straightforward and not require written submission	Spring 23
Develop clear and supported casework system which includes both support for the setting to respond appropriately and advocacy support for BAME CYP and for parents/carers	Summer 23
Deliver restorative justice training and support to education settings to encourage a culture shift	Summer 23
Communicate systems to children, young people, parents, carers and staff.	Summer 23 ongoing
Racial literacy for children/ pupils: Children and young people have empathy, understanding, care and support for each other that is informed by a developing knowledge of historical and contemporary racisms.	
Develop EYFS, KS1 and 2 racial literacy curriculum framework	Summer 22
Develop KS3, 4 and 5 racial literacy curriculum framework	Autumn 22
Input and review by children and young people of colour, educators of colour, parents/carers into racial literacy frameworks and resources	Autumn 22
Source materials from more established schools and programmes such as in Hackney, Lewisham, Birmingham, Manchester and Bristol	Autumn 22
Scope philosophy for children and other pedagogies that support meaningful racial literacy	Spring 23
Pilot resources and programmes and take learning forward	Spring 23
Train staff and building confidence	Ongoing
Annually review of curriculum framework and resources	Ongoing

Diversifying and decolonising the curriculum: Challenging and changing the established Eurocentric curriculum so that we tell all stories from different perspectives, not the coloniser's version.	
Create and pilot resources, raise awareness across education settings and communities, share peer learning through communities of practice	Summer 21- ongoing
Continue collating and sharing texts and resources that reflect diversity and promote anti-racism	Autumn 22
Encourage and resource cross- setting subject leads to review and develop curriculums	Autumn 22
Engage with academics, parent/carers, educators and pupils of colour to evaluate learning resources	2023-24
Facilitate work with experts in the field to develop appropriate resources to be used in the classroom	2023-4
Begin work with an academic partner to co-develop a training package on diversifying and decolonising the curriculum with differentiated training modules developed for subject leads and teachers	2024
Support and engage with national curriculum change campaigns	Ongoing
Setting values and policies: Anti-racist education is integrated into every vision and policy and put into practice. It is felt, experienced, seen and heard in every aspect of nursery/school/college life shifting the experience of all racialised pupils, families and staff	
Audit tool shared and settings resourced to carry this out	Summer 22
Engage national experts to advise and support with developing strategies for reducing exclusions based on local evidence and national research	Summer 22- Autumn 22
Support all settings to appoint an anti-racist education lead person/group, action plan and working group	Summer 22
Develop guidance for education settings to support the integration of anti-racist education across all policies	Spring 24
Review existing guidance (including Equality and Diversity Walks and equality model policy)	Summer 24
	Autumn 24

Scope work to assess need and model for a designated BHCC named person to oversee responses to racist incidents, racism and poor practice and as a point of escalation (similar to responsibilities of a LADO)	
BAME staff and governor recruitment and retention: There is diversity on all governing bodies and staffing groups, including the leadership, to reflect the city's population but also the local community.	
Collect baseline data on recruitment and retention	Summer 22
Engage national experts on diversity recruitment to advise and support with developing strategies to diversify staff and governing bodies	Autumn 22
Offer external supervision/coaching to educators of colour	Summer 22
Offer opportunities for peer support and development for educators of colour	Summer 22
Offer opportunities for educators of colour to work on the anti-racist education strategy through supply and secondment arrangements	Spring 21- ongoing
Scope potential for peripatetic educators of colour	Autumn 22- ongoing
Develop/commission leadership programme for educators of colour	Summer 22
Review data collection methods and systems and improvements made to ensure accurate and meaningful data is available	Autumn 23
Review and develop training offer to new teachers and education staff	2024
Revisit conversion schemes and targeted progression pathways – EMAS, support staff, etc.	2024

Appendix 3: Timeline

June 2020: Following concerns raised by several teachers of colour about anti-racist practice in Brighton & Hove schools, the council's Children and Young People and Skills Committee committed to a programme of training and curriculum review.

November 2020: A draft strategy for anti-racist schools was developed drawing on expertise from education workers and anti-racist education expert consultants. The strategy is based on well-respected research using a range of contemporary anti-racist theoretical approaches including critical race theory (Crenshaw et al 1996), intersectional theory (Crenshaw 1989, Hill Collins 1990, hooks 1994), anti-racism theory (Kendi 2019) and decolonisation theory (Moncrieffe et al, 2019). The first draft was presented for consultation at the Children, Young People and Skills Committee in November 2020.

March 2021: Funding for the strategy was agreed in March 2021.

Spring term 2021: The strategy was widely disseminated to a range of stakeholders via email, training events and meetings and feedback invited. Engagement activities took place with early years practitioners, headteachers, teachers, education workers, school governors, parents, pupils, the Standing Advisory Council for RE, city councillors and community organisations. In total approximately 300 people were engaged with. The feedback received overwhelmingly supported the overall approach outlined and detailed feedback was incorporated in version 2 of the strategy.

Spring term 2022: This third iteration is presented to the March Children and Young People Skills Committee. This version incorporates further consultation responses and is restructured according to the work done to develop the theory of change for the strategy.

The strategy will be subject to annual review.

Appendix 4: Terminology

'Race' is a social construct and language used to describe racial categories is therefore inherently problematic. Acceptable terms used to describe racialised groups changes over time, geography and context. However, it is necessary to use the language of racial groupings to address issues of racism. Some terms used in this document are explained here.

People of Colour (PoC) – this term, that has its origins in the USA, is used to describe all racialised people that are in groups other than White. It must be acknowledged that this is a broad and deep category and groups included in this umbrella term will be subject to both similarities and differences in how they experience racism, and that racist attitudes and practices also exist between and within groups. It is also acknowledged that some people who may not identify as People of Colour, for example some people from mixed heritage, Jewish and Gypsy Roma Traveller communities, also experience racism.

BAME (Black, Asian and Minority Ethnic) – this term is used by government agencies and academic researchers in reference to ethnicity data in the UK, and groups together all people that identify in ethnic categories other than White British. Therefore, this term is used when referencing official data, academic studies, research and statistics.

Anti-Racism

Anti-racism goes beyond thinking of racism as an issue of individual actions, and incorporates the examination of racism in systems, structures and institutions, and includes the role of implicit biases in attitudes, behaviours and policies (Kendi, 2019).

Appendix 5: Data

Pupil and student population

Brighton and Hove is an increasingly diverse city. In the last five years the percentage of pupils from minority ethnic backgrounds increased by 3% in primary schools and 4% in secondary

schools. 29% of pupils in primary schools are from minority ethnic backgrounds, and 26% of pupils in secondary schools are from minority ethnic backgrounds.

Brighton and Hove is also a language rich city with 94 languages other than English (including British Sign Language) being recorded in the January 2019 Brighton and Hove School Census. In January 2019, 13.9% (4,484) of Brighton & Hove pupils reported having languages other than English spoken at home.

School workforce

In 2021, just under 6% of the school workforce identified as being from a Black, Asian or other non-white group. Nationally, in 2015, only 7.6% of the total teaching workforce in England was from a non-white background[1].

An NASUWT poll of 450 BME teachers in 2015 found that over half (54%) reported that they had been subject to discrimination or harassment at work because of their race/ethnicity.[2]

Achievement in secondary school

In the three-year average of the Attainment 8 score at the end of Key Stage 4 (end of secondary school) in English, Maths, EBAC and other qualifications combined, seven of sixteen minority ethnic groups were above the standard of White-British pupils in Brighton & Hove:

- Chinese
- Indian
- White Irish
- White and Asian
- Any other white background
- Any other mixed background

---

[1] Visible Minorities, Invisible Teachers Report 2017 (nasuwt.org.uk)
[2] Visible Minorities, Invisible Teachers Report 2017 (nasuwt.org.uk)

- Gypsy Roma (only 2 pupil's results in the cohort so the data may not be representative)

Nine of sixteen minority ethnic groups were below the standard for White-British pupils:

- Any other ethnic group (other than these groups)
- Any other Asian Background
- Bangladeshi
- Pakistani
- Black African
- White and Black Caribbean
- White and Black African
- Any other black background
- Black Caribbean
- (Unknown)

This data is from 2016/17, 2017/18 and 2018/19. Due to the government's cancellation of exams in 2019/20 and 2020/21, this is the most recent data.

When looking at disadvantaged pupils by ethnicity group, many are negatively impacted. The attainment gap between those who are on free school meals and those who are not for **White British disadvantaged pupils is 19.74%.** Mixed heritage White and Asian pupils (23.47% gap FSM[3] not FSM) and Bangladeshi pupils (26.65% gap FSM not FSM) exceed this percentage gap indicating increased disadvantage.[4]

School participation: Attendance (Absence)
Five of seventeen minority ethnic groups have higher rates of school sessions missed due to absence and have a higher percentage of pupils with persistent absence than the standard of white-British pupils. These groups are:

---

[3] FSM – Free Schools Meals
[4] EMAS Annual Report, 2018-2019

- Gypsy or Roma

- Traveller of Irish Heritage

- Black Caribbean

- White and Black Caribbean

- White and Black African

- (unknown ethnicity group)

(Data from 2018/19)

School participation: Fixed-term exclusion (now referred to as suspension)

Five of seventeen minority ethnicity groups have a higher percentage of pupils with one or more fixed term exclusions than the standard of White-British pupils. these groups are:

- Gypsy or Roma

- Black Caribbean

- White and Black Caribbean

- Any other Black Background

- White and Black African

(Data from 2019/20)

Not in education, employment or training (NEET)

At the end of June 2016, in Brighton & Hove, 17% of Black or Black British Caribbean young people with an academic age 16 to 18 were not in education, employment or training. This is more than three times the city figure (4.7%)[5].

Curriculum

Fewer than 1% of GCSE students in England study a book by a writer of colour. [6]

Teacher training

---

[5] Joint Strategic Needs Assessment 2021 (data last updated 2016)
[6] Lit in Colour | Supporting inclusive reading in schools (penguin.co.uk)

12% of secondary and 13% of primary teachers surveyed said they had training on how to talk about race as part of their initial teacher training.[7]

A survey of teachers carried out by the Runnymede Trust in 2019 found that 78 percent of teachers surveyed wanted training on teaching histories of migration and 71 per cent on teaching histories of empire.[8]

Racist incidents

There have been 60,000 recorded racist incidents in UK schools since 2016.[1] These figures are unlikely to be an accurate representation of the scale and number of racist incidents as a consequence of under-reporting, lack of identification and incomplete data sets.
The 2021 Safe and Well School Survey is currently being analysed. The summary reports show that in in the last year in Key Stage 4 54.6% of students had seen racism with 11.6% experiencing it, at Key Stage 3 47% of pupils had seen racism and 11% had experienced it.

Appendix 6: References and useful resources

Alexander, C., Weekes-Bernard, D. and Arday, J. (2015) The Runnymede School Report: Race, education and inequality in contemporary Britain. London: Runnymede Trust.

Al Mustaqeem, S. (2021) Anti-Muslim hate crimes make almost half of religiously aggravated offences, says Home Office. BBC News. Accessible at: Anti-Muslim hate crimes make up 45% of religiously aggravated offences | Evening Standard

Amussen, K., Fischer, F., Drayton, E. & McBride, T. (2020) Adverse childhood experiences: What we know, what we don't know, and what should happen next. London: Early Intervention Foundation.

---

[7] Lit in Colour | Supporting inclusive reading in schools (penguin.co.uk)
[8] The Runnymede Trust | 7 Actions to Change the History Curriculum

Anna Freud Centre, various resources, accessible at: Mentally Healthy Schools

Apfelbaum, E.P., Sullivan, J. and Wilton, L (2020) Adults Delay Conversations About Race Because They Underestimate Children's Processing of Race in *Journal of Experimental Psychology: General.*

Asare, Y. (2009) 'Them and us': race equality interventions in predominantly white schools. London: Runnymede Trust.

Batty, D., Parveen, N., Thomas, T. (2021) Hundreds of schools in England sign up for anti-racist curriculum *The Guardian.* Accessible at: Hundreds of schools in England sign up for anti-racist curriculum | Race in education | The Guardian

BBC (2020) Black Lives Matter: Brighton protest attended by thousands *BBC News.* Accessible at: https://www.bbc.co.uk/news/uk-england-sussex-53037041

Booth, R. (2022) Anti-Jewish hate incidents hit record high in UK. The Guardian. Accessible at: Anti-Jewish hate incidents hit record high in UK | Antisemitism | The Guardian

Brown, B. (2005) Unlearning discrimination in the early years. Stoke on Trent: Trentham Books.

Crenshaw, K. (1989) Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics in University of Chicago legal forum. 1981:1.

Crenshaw, K., Gotanda, N., Peller, G. & Thomas, K. (eds) (1996) Critical race theory: The key writings that formed the movement. New York: New York Press.

Education Scotland (2021) Promoting and developing race equality and anti-racist education: an overview.

Elizabeth Garrett Anderson School (2021) Anti Racist School - Elizabeth Garrett Anderson School (egaschool.co.uk)

Equality and Human Rights Commission (2016) Healing a divided Britain: the need for a comprehensive race equality strategy. London: EHRC.

Freire, P. (1972) Pedagogy of the oppressed. New York: Herder and Herder.

Gillborn, D. and Mirza, H. S. (2000) Educational Inequality. Mapping Race, Class and Gender. London: Ofsted.

Gillborn, D. (2008) Racism and Education – Coincidence or Conspiracy? Abingdon: Routledge.

Haque, Z. (2017) 'Visible Minorities, Invisible Teachers'. London: The Runnymede Trust

Hill Collins, P. (1990) Black Feminist Thought: Knowledge, consciousness and the politics of empowerment. Boston: Unwin Hyman.

Hooks, B. (1994) Teaching to Transgress. New York and London: Routledge

Independent (2020) https://www.independent.co.uk/news/uk/politics/kemi-badenoch-black-history-month-white-privilege-black-lives-matter-b1189547.html

Kendi, Ibram X. (2019) How to be an Anti-Racist. New York: One World.

Lander, V. (2014) *Initial Teacher Education: The Practice of Whiteness* in Race R., Lander V. (eds) Advancing Race and Ethnicity in Education. Palgrave Macmillan, London.

Miller, P. (2020) Anti-racist school leadership: making 'race' count in leadership preparation and development, Professional Development in Education, 47:1, 7-21

Moncrieffe, M., Asare, Y., Dunford, R. and Youssef, H. (2019) Decolonising the Curriculum. Brighton: University of Brighton

NAHT (2021) You are not alone: Leaders for race equality. London: NAHT. Accessible at You are Not Alone: Leaders for Race Equality (naht.org.uk)

National Education Union (2021). Anti-racism charter. London: NEU. Accessible at Anti-racism charter | NEU

National Education Union 2019 (2019) Barriers report: The impact of racism on Black teachers. London: NEU. Accessible at Barriers report: the impact of racism on Black teachers | NEU

Office of the Children's Commissioner (2012) 'They never give up on you', School Exclusions Inquiry. London: Office of the Children's Commissioner

Page, S. (2020) ''People get killed 'cause of their skin. It cannot be stopped': A Midlands case study considering experiences of racism amongst pupils in UK secondary schools and the community. British Journal of Community Justice

Richardson, R. & Miles, B. (2008). Racist incidents and bullying in schools. Stoke on Trent: Trentham books.

Wah, I (2020) This is why diversity in schools matters so much in TES Magazine. Accessible at: https://www.tes.com/news/racism-school-teachers-diversity-inclusivity-importance-education

United Nations (1989). Convention on the Rights of the Child. Treaty Series, 1577, 3.