

Embedding an anti-racist culture at NSG



Where the Charter for Action fits into our School Improvement Priorities

Continue to identify strategies and opportunities to increase staff **well-being** and **work life balance**.

(CTN)

Develop innovative NSG opportunities for staff to ensure staff development and optimise staff expertise across the school, for example through **secondment opportunities**.

(CTN)

Develop an **NSG Leadership Charter and Leadership Competencies Framework**, alongside an NSG **Career Stage Expectations Framework**

(CTN)

Ensure that **Governors** have a clear understanding of regulatory changes and processes involved, including Ofsted's EIF and any changes to the awarding of grades.

(CTN)

Develop an '**Our People**' strategy to include a improve **recruitment, retention** and **performance** of staff at **all levels**. To embed a '**Charter for Action**' to promote inclusion and diversity in all areas of the school.

(CTN)

Design and deliver a training programme for pastoral leads, to include form tutors to enhance to ensure a holistic approach to students' personal development and academic needs.

(STS/CPR)

COVID-19

Design and implement NSG's Recovery Plan for 2020/2021.

(CTN)

Review **Safeguarding** Procedures and Processes, including the Anti-Bullying Policy and Behaviour Policy

(ABY)

Being on the same page



- **Anti Racism** = a process of actively identifying and opposing racism.
- **Diversity** = a variety of people, experiences, and perspectives. Often nestled under the umbrellas of identity, including race, gender identity, sexual orientation, religion, dis/ability (differently-abled), socio-economics, political affiliation, and more.
- **Equity** = the process of just and fair consideration because of someone's experience or social position.
- **Inclusion** = the sense of belonging that people feel in an organisation or community.

"Language is a key element of DEI and can help or hinder efforts in this area."

Tierney Bates

Charter for Action

Racism is a safeguarding issue

“The goal of anti-racism is to challenge racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions. Anti-racism is rooted in action. It is about taking steps to eliminate racism at the individual, institutional, and structural levels. It is not a new concept, but the Black Lives Matter movement has helped increase the focus on the importance of anti-racism.”

“The ending of systemic racism in our society and in our institutions begins with **knowledge and understanding of the past and the present**. It requires **empathy** and a **recognition of our shared humanity** and **personal responsibility**. It takes **‘courageous advocacy’** to stand up for fairness and equality and it is **our responsibility as educators** to support our students to be able to recognise where there is a wrong and to stand up and be counted through lawful and safe means.”

“It starts with self examination and listening to those whose lives are different from our own.”

Michelle Obama

Charter for Action

CfA: Key Priorities

The Charter for Action working group, consisting of 25 members of teaching and associate staff, have discussed and identified four key areas that need to be prioritised in regards to anti-racism at NSG.



1. Curriculum:

“An anti-racist curriculum would involve showing how the history of modernity is shaped by racism, coloniality and white supremacy...anti-racism would urge learners to look at the socio-political context of BME people in relation to white people.” We have started to review and audit our current curriculum provision with a view to start decolonising what we offer our students. We are speaking to our BAME students to elicit a range of perspectives.



2. Training:

“In the context of schooling, ‘racial literacy’ refers to the capacity of teachers to understand the ways in which race and racisms work in society. It also involves having the language, skills and confidence to utilise that knowledge in teacher practice (Guinier, 2004)”. We are continuing to explore important and necessary training opportunities for all staff, inclusive of but not exhaustive: difficult conversations, implicit bias, positive discrimination, relationship building and the removal of cultural barriers.

These priorities will be addressed further in the September training day

Charter for Action

CfA: Key Priorities



3. Monitoring & Tracking:

We have started to review our behaviour systems, with an imminent policy change under way. We are beginning to gather data that will allow us as a school to accurately identify which ethnic groups are significantly underachieving, to better help us to intervene academically. In tandem, this will also direct us as a school to where we may need to further engage with communities to improve outcomes for students.



4. Recruitment:

“According to the Department for Education in 2018, nearly 92% of teachers in England’s state funded schools were white...the implication is that having more BAME teachers would help to raise the aspirations, and thereby the attainment, of students from BAME communities.” We are undertaking a review of our recruitment processes to ensure that candidates from a wider range of backgrounds want to work at NSG.



Recommended Viewing/Reading

(ahead of the September training days)

[Pran Patel: Decolonise the Curriculum](#)

[Chimamanda Ngozi Adichie: The Danger of a Single Story](#)

[Unconscious Bias and Implicit Bias TedX talk](#)

[Harvard Implicit Association Test](#)

[21 Racial Microaggressions You Hear on a Daily Basis](#)

[Race and Racism in English Secondary Schools, Dr Remi Joseph-Salisbury](#)

"A little Guide to Diversity in Schools", Bennie Kara

If you have any questions, reflections or concerns please feel free to contact KCL, SCO, PHS or SZR.

"In a racist society, it is not enough to be non-racist, we must be anti-racist."