

Mile Oak Anti-Racism plans

Recruitment and role models



The Environment

Curriculum
and Resources

Dealing with Bias
and Discrimination

Policies
and Monitoring

Mile Oak Anti-Racism plans

- Recruitment and Role Models

What we are doing well

- Staff are a mixture of age range and experience.
- High staff retention.
- Open minded staff team, open to being challenged and to change.
- Diversity from outside agencies such as EMAS.

Areas for Improvement

- We do not have ethnically diverse employees or candidates.
- Is there unconscious bias when short listing?
- Are there other places we could advertise roles?

Next steps

- Advertising in alternative spaces from BHCC website such as BAMEed
- Names removed from application forms when shortlisting.
- Ensure we have diverse, inspirational speakers and authors at events such as book week and science week.
- Link with Afrori books and The Open Minds Project.
- Ensure Sports Leaders and positions of responsibility for children show representation
- Positive icon of the week in assemblies linked to school values.

Mile Oak Anti-Racism plans - The Environment

What we are doing well

- We Think Big!
- School values are prominently displayed.
- Newsletter includes religious celebrations.
- Black history is covered throughout the curriculum, not just through Black History Month.

Areas for Improvement

- Does the food in the canteen represent the cultures of our children. Can we change this?
- Avoid using emoji or cartoon images of people on displays, slides and videos.
- Ensure the focus on religious celebration is not just on Christian events.

Next steps

- Form pupil and parent voice groups.
- Find out if there is a requirement for a prayer space.
- Provide a prospectus in different languages.
- Include pictures raising aspirations on displays throughout the school i.e. artists, musicians, scientists on subject boards.
- Communicate with families about photo permissions so more diversity opportunities on displays/social media.
- Visual displays of values could include a variety of examples of pride, courage etc. including real life examples including diversity in pics
- More positive representations of BRM people in displays, slides etc.

Mile Oak Anti-Racism plans - Curriculum and Resources

What we are doing well

- Beginnings of a diverse range of texts.
- PSHE – Diverse slides and representations e.g. jobs, PowerPoints.
- History – diverse range of topics e.g. black Tudors.
- R.E – Every year group visits a different religious building.

Areas for Improvement

- Diversifying lessons and displays is not 'done'. This development is always ongoing.
- Staff to feel comfortable having difficult conversations and answering questions. It is ok to ask for help/come back to it.
- Ensure that diverse significant individuals aren't only people that are famous for going through something negative.
- Ensure books that contain BRM main characters aren't just about hair or skin etc. Do we have representation in mainstream stories?

Next steps

- Continue to develop curricular links to BRM and all religions.
- Ensure picture/video examples on slides are always diverse
- Continue to develop text diversity
- Support staff through training and discussion to feel confident enough to address misconceptions and questions about race/diversity.
- Continue to diminish 'job' stereotypes. Explore children's perceptions, 'what does a XXX look like?'
- Continue to build a diverse range of visitors for different careers.

Mile Oak Anti-Racism plans

- Dealing with bias and discrimination

What we are doing well

- There is a focus on restorative discussions and education. (Learning Mentor's, SLT, Class discussions, PSHE)
- We discuss racist incidents as soon as they arise. We always involve parents.
- We do not shy away from calling a racist incident exactly what it is.

Areas for Improvement

- Some slides or curriculum areas only focus on white people or traditional UK customs..
- Be aware of and avoid using diverse children as a representative.
- Staff to be actively aware of and question their own unconscious bias.

Next steps

- Educating children, parents, visitors and larger community around terminology e.g global majority, people of colour, BRM etc.
- Accessible home reading, dual language books.
- Build a clear guideline when resolving racism/racist behaviour or discrimination. Clear action plan for steps in resolving. Support for victim and education for perpetrator .
- More in depth lessons regarding cultures/customs.
- Further training for staff.
- Supporting children/families to access school communications (coffee morning?) EMAS to support.

Mile Oak Anti-Racism plans - Policies and Monitoring

What we are doing well

- R.E diverse trips.
- Signed up to the Halo Code.
- Uniform policy is inclusive.
- All children access trips, Admin team contact if waiting on consent.
- P.E kit policy is inclusive and allows children to change prior to school.
- All racist incidents have been recorded on Cpoms, discussed in safeguarding meetings and reported termly to Governors.
- Above average school attendance for all of our children who speak English as an additional language.
- Every child is discussed every term at Pupil Progress Meetings.
- No BRM child has ever been excluded from our school.
- BRM pupils are well represented at clubs and competitions across both key stages.

Areas for Improvement

- Be aware of personal opinion and judgement when dealing with racial issues. Always support the victim and do not minimise their experience.

Next steps

- Consider cultural barriers to trips/visits/clubs, directly discuss this with parents.
- Uniform policy needs to be explicit in promoting cultural dress and hairstyles.
- Data on attendance, attainment, progress and exclusion needs to be reported to governors.
- Track attendance of BRM students and use target tracker to look at attainment and progress.
- Consider clubs for cultural sports e.g hockey, cricket and non-sport.