

Developing confidence in advancing race equality – Guidance for schools

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“The teacher said that [child] was upset due to taught content about slavery, shared for Black History Month. The teacher said that it was ‘nothing bad’ like it had been a child friendly version of the slave trade [...] The teacher used the phrase ‘nothing bad’ perhaps to try to reassure my partner in the moment, but in the process my child had exposed the assumption that no one in the class would be personally impacted by the horrors of this history. My child has a deeply held sadness about this history because it is their history, but white people somehow deny that it is also our history. It’s mine as a British person”.

Don't use resources without your own input

Allow time for proper discussion

When talking about slavery, talk about who made it happen and controlled it



When talking about 'the firsts', talk about racism and why it made/still makes it challenging for Black people to be in certain jobs

Race Equality in East Sussex Schools Guidance for Schools 2020

Valuing difference
Challenging racism and prejudice
Promoting resilience

Achieving a whole school approach to race equality

5. Appropriate teaching and learning
6. Developing governor and teacher confidence
7. Ensuring participation and involvement
8. Promoting a positive sense of identity and belonging
9. Addressing racist incidents and racist bullying
10. Appropriate policies, audits, monitoring and self-evaluation
11. Supporting Black and minority ethnic staff

Race Equality Checklist for Schools

- We have an equality policy in place. This was reviewed
- Parents know how to access this.
- An equality working party (which includes parents) is in place to monitor the equality policy and race equality work in the school.
- Governors have received training.
- Teachers, other school staff and volunteers have received training.
- We know the Black, Asian, and minority ethnic (BAME) make up of our school.
- We know the rates of attendance, exclusion and attainment data by BAME background.
- We know the languages spoken by our children and parents.

- We have conversations with pupils that explore race and racism (this could be initiated through pupil surveys).
- We have linked with other schools that are more ethnically diverse to support understanding of different backgrounds.
- Identity and belonging are explored as part of PSHE/RSE.
- Contemporary as well as traditional Black culture is represented in displays around the school.
- We have a multi-faith calendar available for staff.
- Black history including Britain's role in colonisation and migration is taught as part of the history curriculum.
- Black History Month is celebrated.
- Any correspondence is made as accessible as possible and is translated, if required. Interpreters are provided if needed for parent-teacher meetings.
- All staff understand the process for reporting and recording a racist incident or racist bullying.

- Racist incidents and racist bullying is communicated to all staff and pupils.
- All staff know how to support a child who reports a racist incident or racist bullying.
- Pupils know how to report a racist incident or racist bullying.
- We monitor BAME staff recruitment and retention and support BAME staff progression.
- We ensure all incidents of racism or discrimination against BAME staff are acknowledged and addressed.



‘The problem is not how to wipe out all differences but how to unite with our differences intact’

Rabindranath Tagore.

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