

Diversity and Anti- Racism Parent Forum 3rd December 2020

- Welcome & thank you for joining us
- Please mute yourself
- Please use the chat function for questions
- Feel free to have your camera on or off



Agenda



- **Timeline**
- **Curriculum update for each phase group: EYFS, Yrs1&2, Yrs3&4 and Yrs5&6**
- **The English Curriculum across Haseltine**
- **Managing racist incidents**
- **Questions & answers**

Summer 2020

- May: George Floyd murdered and the BLM gains global momentum
- June: 2 weeks after Floyd's death Haseltine attach their name to a statement from Lewisham
- June: An email was sent to SLT signed by members of staff addressing the delayed response of the school about the BLM movement and the need to diversify SLT and decolonise the curriculum
- June: First meeting of the Anti Racist Action Group. In this meeting we discussed areas where the school needs to develop. The main areas that arose were accountability, diversity in the curriculum and representation in SLT
- July: Final meeting before the summer break we created focused targets to work on for our return in September.
 - Policy - Anti-racist policy to be created and presented to staff
 - Reading – more BAME authors and characters to be prioritised
 - Visitors - importance of children seeing successful figures in BAME community in a range of roles
 - Curriculum - BAME figures to be embedded across all subjects

Summer 2020

- Purchased a diverse range of books for classes, the library and the CPD library
- Planned INSET
- Questionnaire to parents
- Autumn curriculum planning
- Planned parent forum
- Shared resources with community
- Ensure weekly newsletters are informative

Autumn 2020

- Sept Inset: Professor Jason Arday led the INSET day focusing on white privilege, racism in education and the importance of representation in all aspects of education.
- Sept: The first draft of the anti-racist policy was presented to staff further amendments were needed
- Sept: World Afro Hair Day
- Sept: Conversations around BLM are had across the school. Displays begin to reflect these discussions.
- Oct: Show Racism the Red Card event
- Oct: ARAG meet again to review targets made in the last meeting and to add new ones.
 - Policy - Anti-racist policy to be created and presented to staff
 - Reading – more BAME authors and characters to be prioritised
 - Visitors - importance of children seeing successful figures in BAME community in a range of roles
 - Curriculum - BAME figures to be embedded across all subjects

Autumn 2020

- Oct: 1st parent forum to discuss changes being made in the school
- Oct: Head of history and curriculum is appointed
- Oct: Terell the spoken word poet visited KS2
- November: Serlina Boyd founder of the UK's first black children's magazine visited KS2
- November: Final draft of the anti-racist policy is presented. ARAG to final draft
- November: Black Learning Achievement and Mental Health (BLAM) have consultation to assist with decolonizing the curriculum
- Ongoing: Diversify our History curriculum and our book corners
- Ongoing: Weekly assemblies focus on books from BAME authors e.g The Proudest Blue
- Ongoing: ARAG to meet to review targets from last meeting

Spring 2021

- Revised History curriculum to be presented to all staff on INSET day
- Offer parent focus group
- Continue regular parent forums to openly discuss becoming an anti-racist school
- Diversify our Spring Term curriculum
- Continue to acquire books from BAME authors, with BAME characters.
- Take one picture to focus on BAME poets, influencers and musicians
- Ongoing: ARAG to meet to review targets from last meeting

Summer 2021

- June 22nd : Windrush Day
- Continue regular parent forum to openly discuss becoming an anti-racist school
- Diversify our Summer Term curriculum
- Ongoing: ARAG to meet to review progress made over the year and set targets for the following academic year

Anti-Racism in the Early years Foundation Stage.

*“Diversity is the one true thing we all have in common.
Celebrate it every day.” – Anonymous*

Early Years Values

The Early Years Foundation Stage is underpinned by 4 values;

- ▶ A unique child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self assured.

- ▶ Positive relationships

Children learn to be strong and independent through positive relationships.

- ▶ Enabling environments

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

- ▶ Learning and development

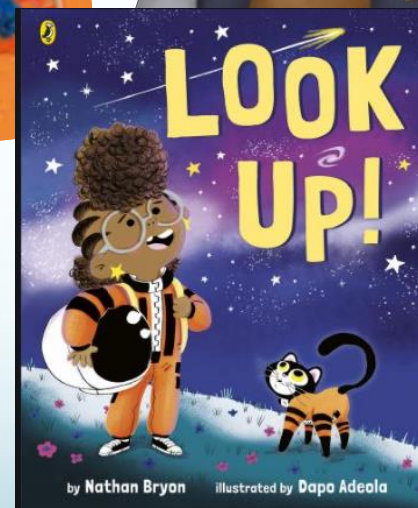
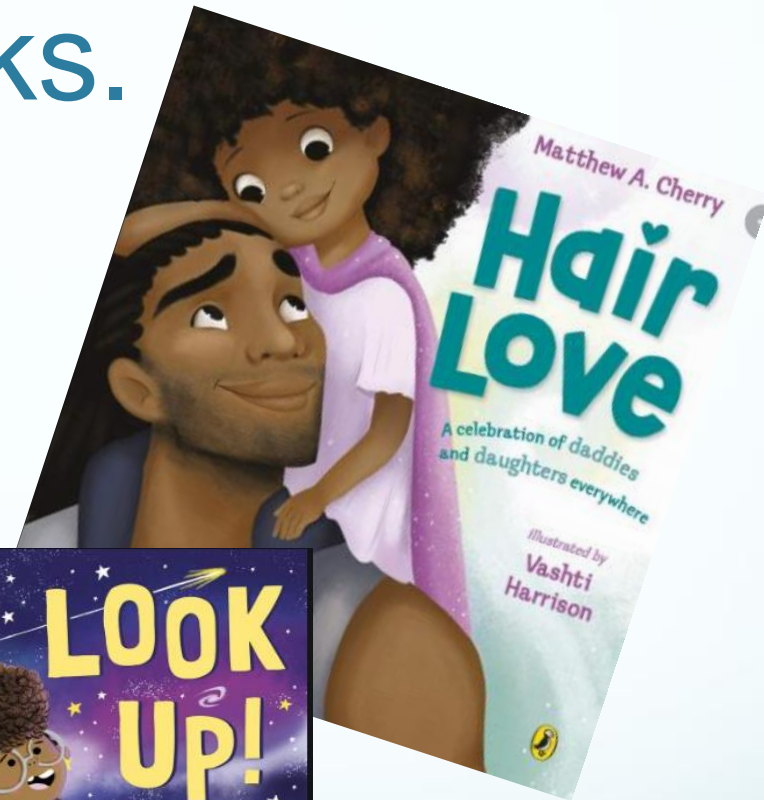
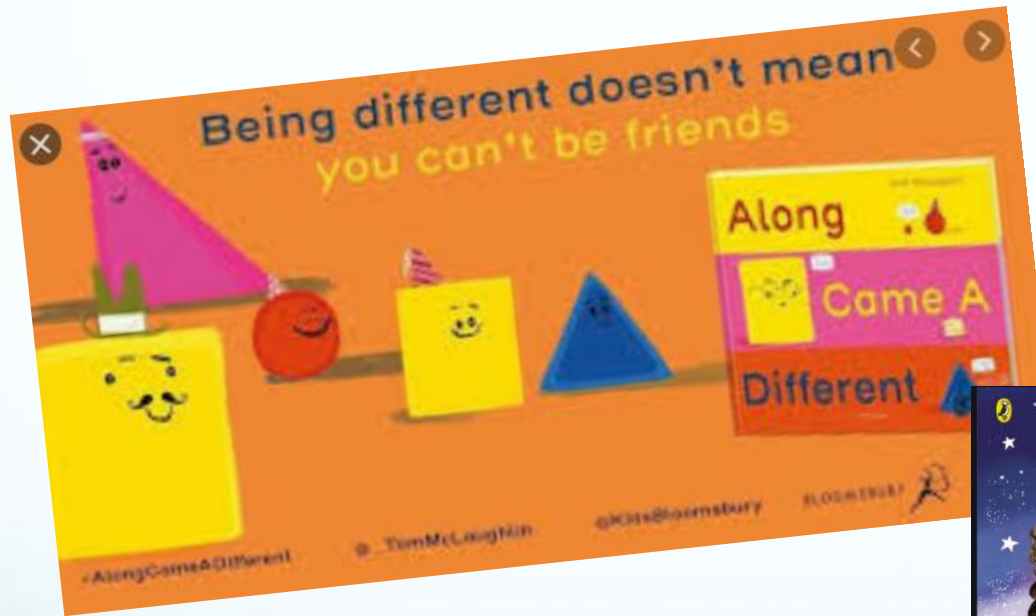
Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.



How do we ensure anti-racism in the EYFS?

- In the EYFS we give the children freedom and space to find out who they are. They learn to negotiate with other children and are quick to accept each other's differences, without the pre-conceived ideas we adults may have.
- One of the most important aspects of our EYFS curriculum is PSED; Personal, Social and Emotional Development. As part of this learning, we often talk about how everyone is different, yet we are all human beings.
- We talk about and demonstrate what it means to be a kind friend and to treat others with respect.
- We use a range of books by diverse authors to help children understand this and to be able to articulate their own feelings on it.

The importance of quality diverse books.



We want all children to see themselves reflected in the books and resources we use.

Anti-Racism Day

- As you can imagine, it is hard to explain to 4 and 5 year olds what racism is. But during our whole school 'Anti-Racism' day, many children wore t-shirts with positive slogans about equality and we again read stories to illustrate the point that **all** are welcome here.

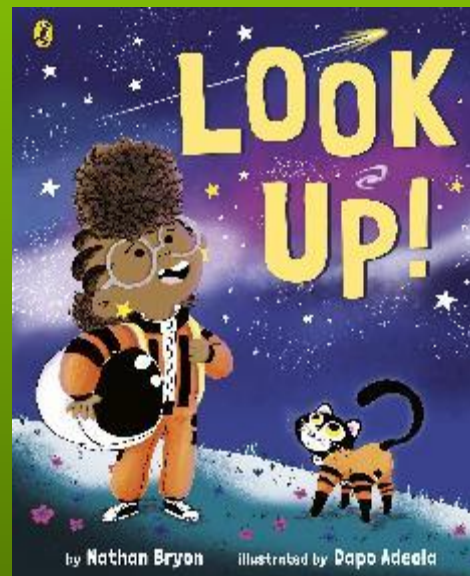
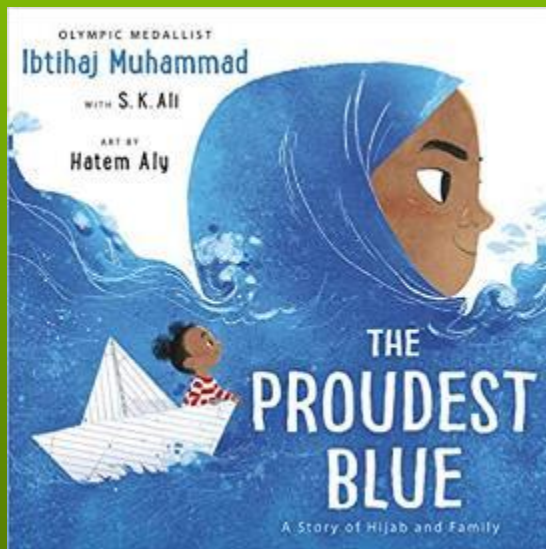
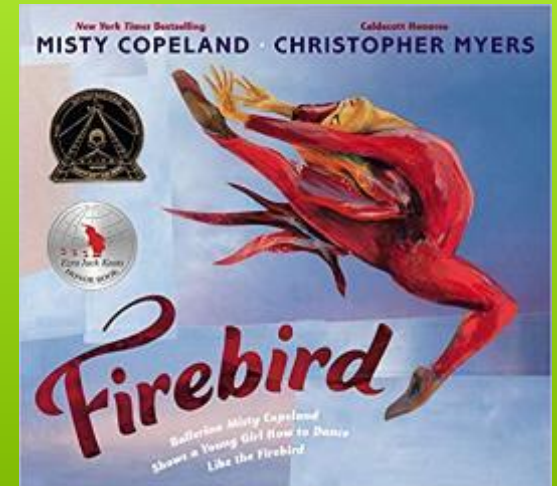
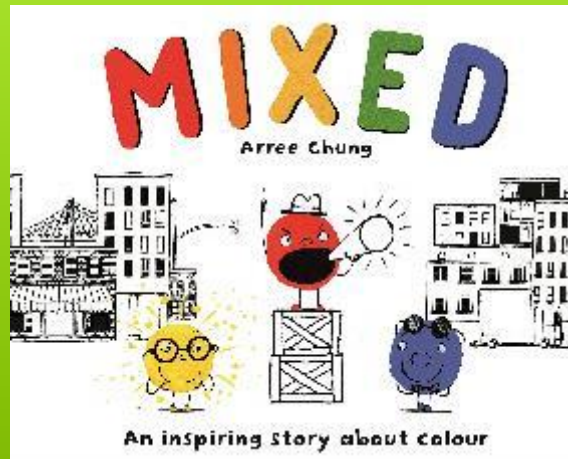
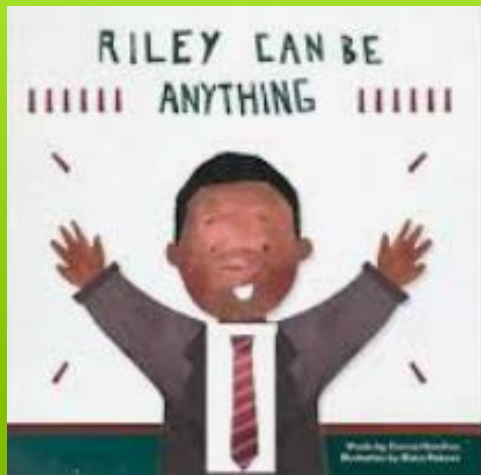


Year 1 and 2

Author Visits with Patrice Augustus-Brown (author of *Sky Up*) and Serlina Boyd (creator of *Cocoa Girl* and *Cocoa Boy* magazine)

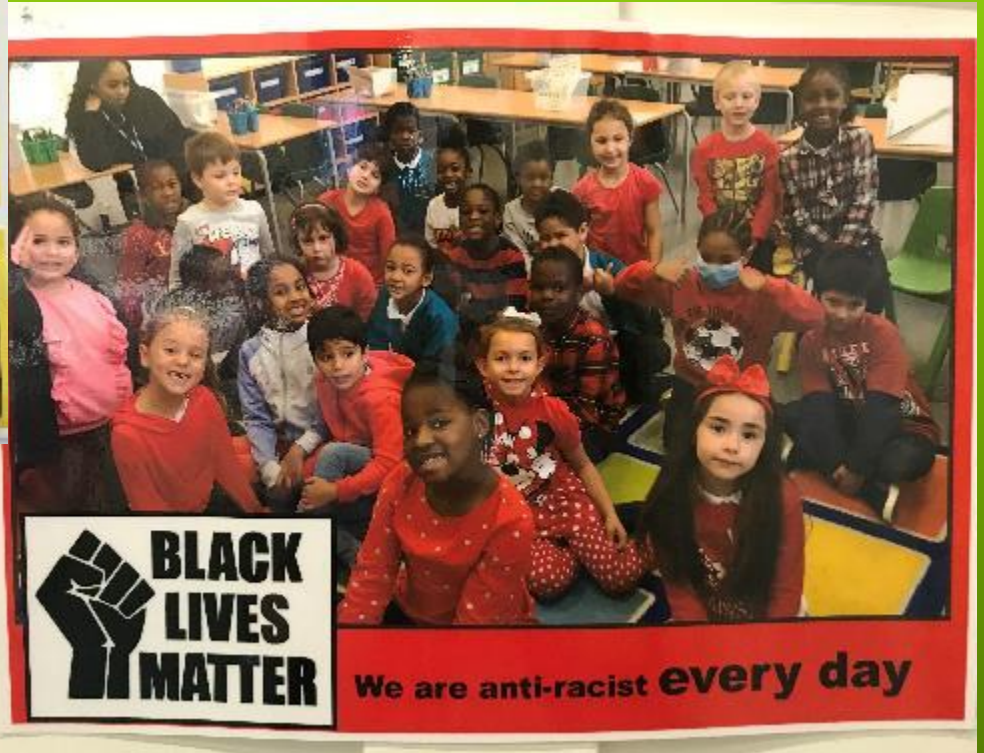


KS1 story time

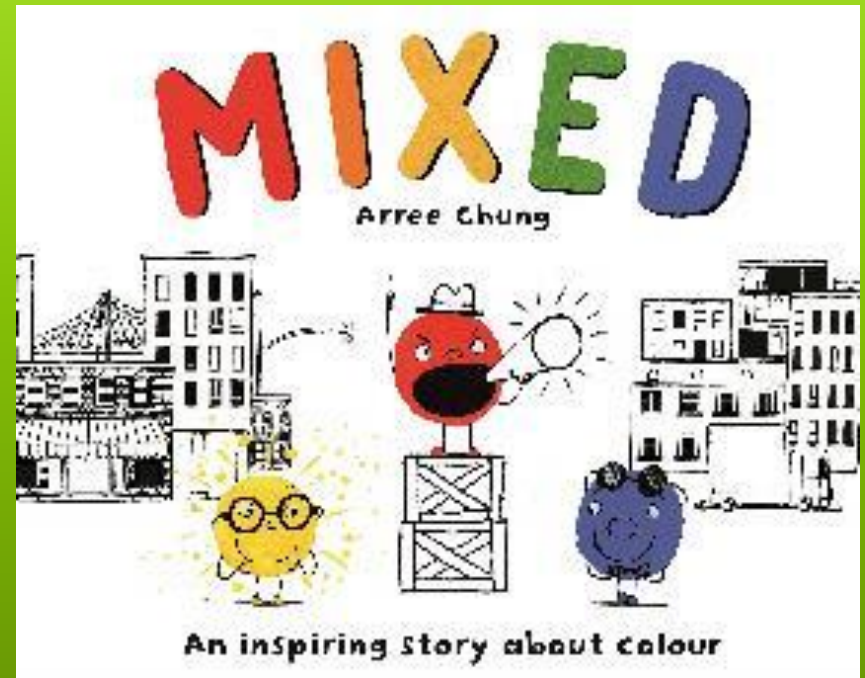


Displays and Events

Anti-Racist Day



Displays and Events



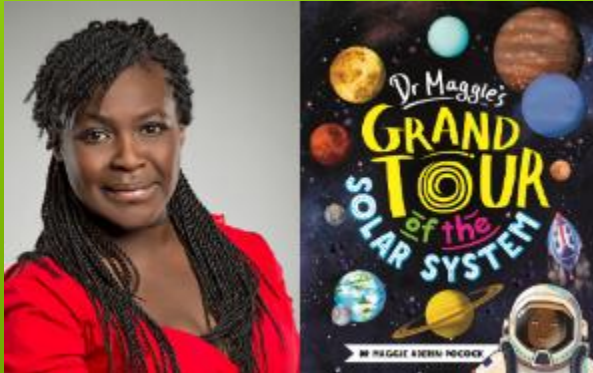
Curriculum



Matthew Henson,
Year 2



Lakpa Rita Sherpa,
Year 1



Dr Maggie
Aderin-Pocock,
Year 1



Magdalene Odundo,
Year 2

Year 3

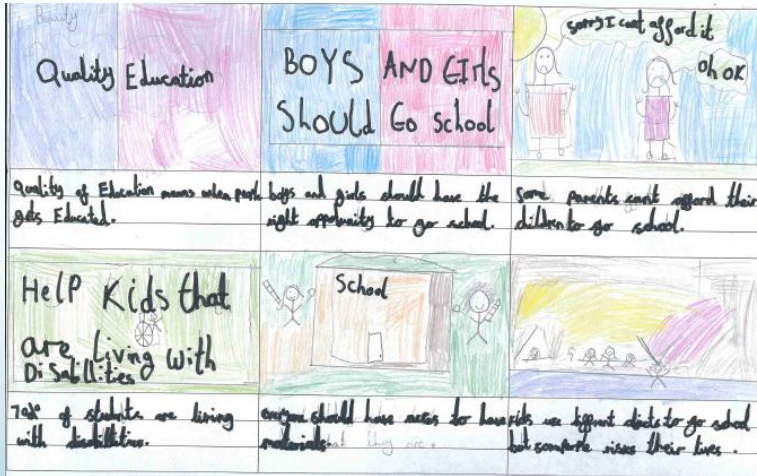
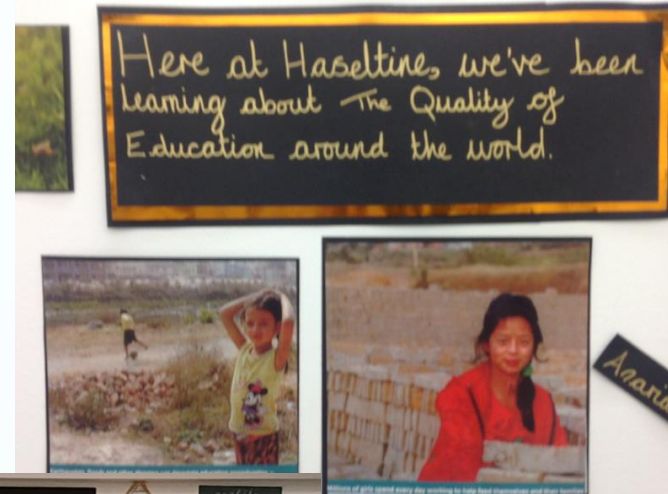
Scientists – Autumn term

Christopher Jackson who is a British Geologist from the Imperial college London



Dr. Lisa White who is an American Paleontologist.

Year 3&4 CCGL day



Visits



Serlina Boyd,
Founder of Coco
magazines

cocoa

School Spotlight



Haseltine
PRIMARY SCHOOL

"A SPECIAL THANKS TO HASELTINE PRIMARY SCHOOL FOR THEIR INSPIRATIONAL DREAMS"



I have a dream that all people are treated the same, meaning we are not getting shunned and have mental problems. The people who have been called names and racism, it looks like I'll be for you they cry and cry and cry or even have depression. The people who are not able to see right, the people who are doing their best to see more, the people who have mental problems tries to find a cure. But nothing works.

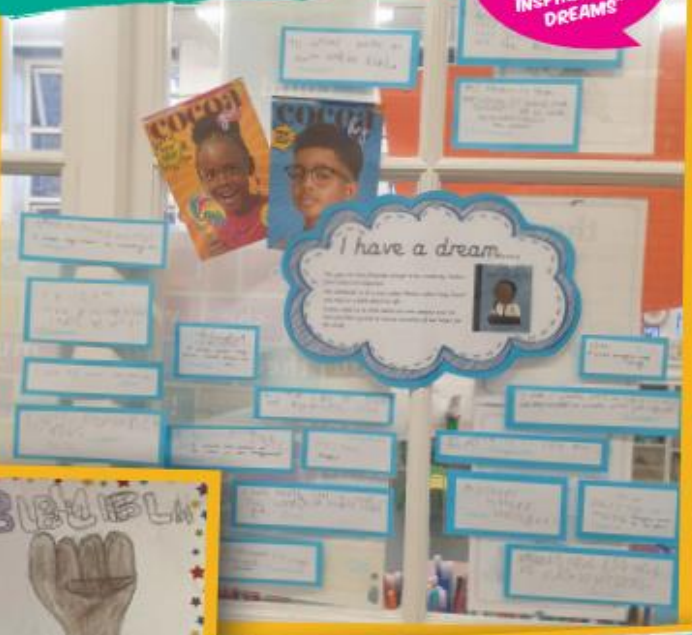


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Shantia

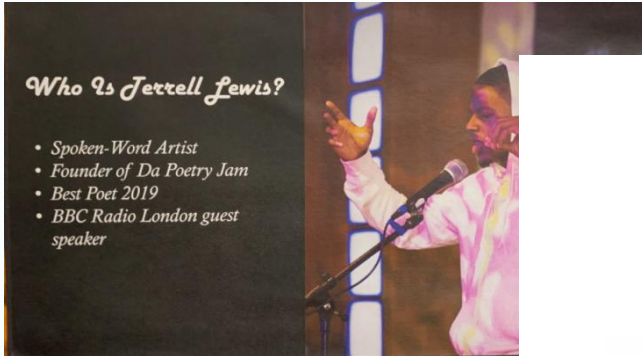
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My dream is people could be with in ourselves and pay attention on people who get ignored.

Amal

Visits



Terrell
Lewis,
Spoken
word artist.



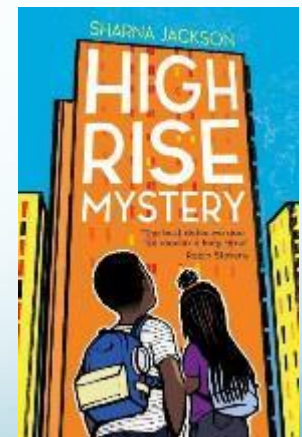
Year 4 displays

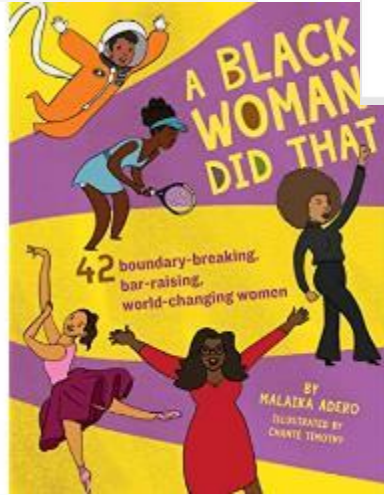
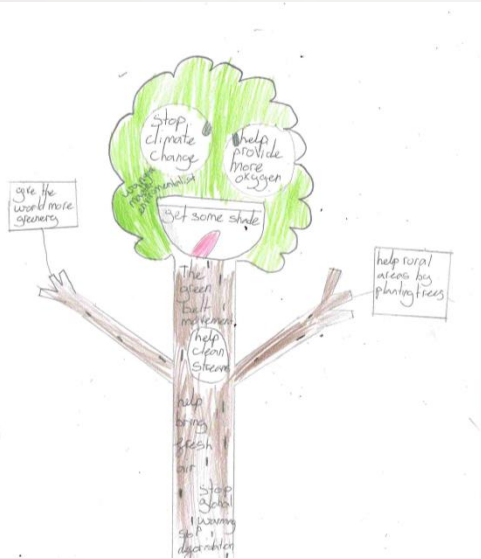
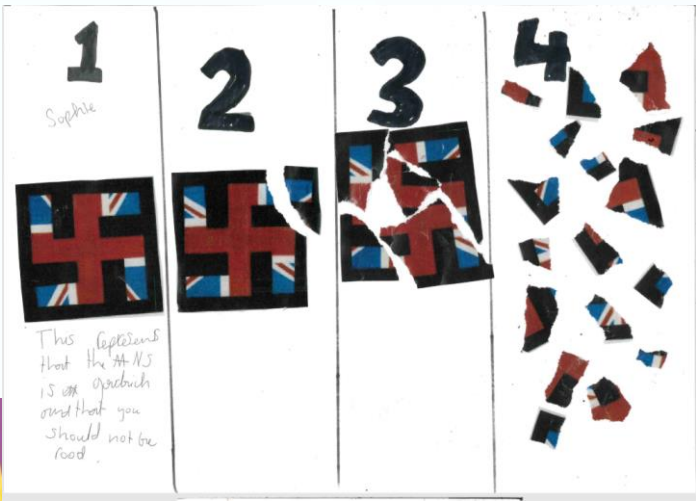


Year 5

Victorians and Modern London

- Year 5 have studied Sara Forbes Bonetta and Prince Alamayu.
- They will be learning about The Battle of Lewisham and studying the artwork 'Destruction of the National Front' by Eddie Chambers
- Reading High Rise Mystery by Sharna Jackson and they have had a virtual visit
- Scientist focus Walter Lincoln Hawkins and Wangari Maathai
- In reading they have looked at the books A Black Woman Did That and poems by Grace Nicholls
- They have used Kehinde Wiley's artwork as inspiration for self portraits

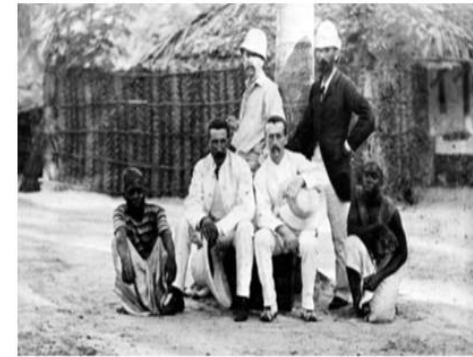
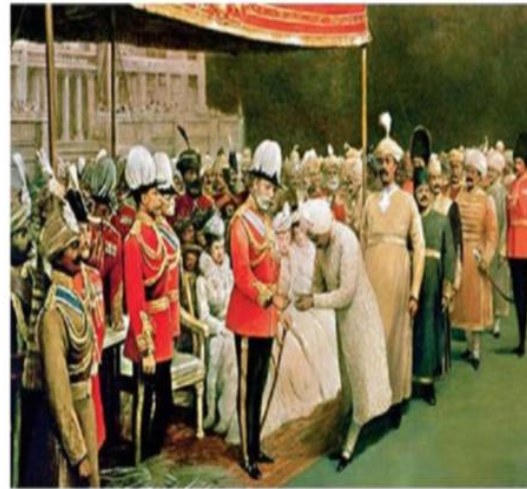




Year 6

World War One: History and Writing

We began by studying the British Empire and Britain's role as a colonial power. We looked at how British colonialism impacted (and continues to impact) indigenous people around the world, with a view to understanding why 2.5 million people from the colonies volunteered to fight for Britain in





The children learned about the indigenous peoples and cultures of lands that were colonised by the British.

We focused on showing the children the depth of civilisation that existed pre- British Empire and how, with the arrival of colonisation, these civilisations were deliberately and irreversibly altered.



Look carefully at this picture depicting a group of indigenous Americans meeting with a group of British colonialists.

- 1a) What might the indigenous Americans be thinking and feeling?
- b) What might the British colonialists be thinking and feeling?
- c) How does this picture make YOU feel?

Explain your answers fully.

2) Why did Britain want colonies and an empire?

3) Spend a few minutes reading and reflecting on what you have learned so far. How do you feel about the history of the British Empire? Do you think Britain should be proud of its colonial past?

Explain your answer fully.

Children were given opportunities to present their learning through writing in role as well as being encouraged to develop their own conclusions and perspectives on the British Empire.

The Indigenous Americans were probably just feeling Angry and upset because the British have come and said we are going to take this as your land and they went to America and changed their religions and their educations so they would be the same as Britain.

I think the British are ashamed and disgusted as the way they live which is bad because different countries all have different ways as doing things and I also think that the British are thinking that they need to make America like them.

The picture made me feel that the British aren't letting the Americans live by their rules and beliefs and they are not letting them be themselves they just want them to be the same and live by the British rules and beliefs.

2) I think Britain wanted colonies so they could have more exotic fruits and more valuable things to sell like tin, copper, pewter, fruits, rubber, diamonds, spices, cacao and sugar canes. I think they wanted an empire so all the countries they colonised could follow their rules, beliefs, education system and more.

3) I think Britain should be proud of some of its colonial past but at the same time they shouldn't because they were a huge part of the slave trade which they shouldn't be proud of but they did.

c. The picture makes me feel bad for the indigenous people since I know that they are going to either be brutally killed by British colonialists or become slaves, also that they will be separated from their tribes, their cultures and their languages taken from them and replaced with Christianity and English. ~~It~~ It makes me feel ashamed of the past of Britain due to all the horrid things they did to the Natives and the way they took everything they didn't deserve. I do feel proud though since we did help a bit by bringing clean water and medicine I just wish we did help without the need for violence and warfare. I feel angry that the Brit British thought that they were better than everyone and that their way of life was the only way to live and the way they thought any way of life different to theirs was barbaric and felt the

Assessing The British Empire

Read the statements below about the impact the British Empire had on the world. In green, tick the statements that you think had **positive impact** and in red put a cross next the statements that you think had a **negative impact**.

The British used people from the colonies as slaves and were heavily involved in the slave trade for hundreds of years. ✗	Religion: Indigenous faiths such as Hinduism, Buddhism and Islam and many others were replaced by Christianity, often by force. ✗
Culture: British customs were seen to be forced on the people while ancient, local customs were ignored and very often destroyed. ✗	Disease: People in the colonies had no resistance to the diseases the British brought with them so many died. ✓
Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in only 150 years. ✗	Soldiers: The colonies provided soldiers to fight for Britain in both World Wars. ✓
English Language: The English language is almost universal and spoken throughout the world, which makes for good communication between nations. However, many local languages died out as a result and with them important indigenous cultures. ✗	Things belonging to the native people were stolen and brought back to Britain. For example a lot of aborigines' art work was taken as well diamonds taken from India. Many of these items can still be found in places like The British Museum. ✗
Criminals who committed petty crimes (like stealing cheese) were transported to distant places like America and Australia. They had to leave their family behind and some never saw them again. ✗	Medicine: The British brought new medical advances to the colonies and made healthcare more available to people in remote place. ✓

The British deliberately divided native communities in order to rule them. For example in India, the Brits segregated/divided the Hindus and Muslims. When they left, the communities started destroying each other. ✗	Clean water and sanitation: Britain improved these important conditions in the Colonies. ✓
Law: Britain left its system of law in the countries it colonised. ✗	Government: Many former Colonies continue to use the democratic system of Parliament introduced by Britain. ✗
Education: The colonies adopted the British education system which is still used in former colonies today. ●	Rebellion: Many people in the colonies were killed when they rebelled against British rule and fought for their freedom. ✗

Lots of class discussions were held to debate opinions, help children consolidate and explore their ideas as well as to demonstrate the ambiguous nature of historical perspectives.

We then studied the concept of being a "British subject", how that helped recruit tens of thousands of soldiers from the colonies. We explored and challenged common perceptions of what a British soldier looked like and paid close attention to the often overlooked contributions Black and Asian soldiers made to Britain's involvement in the war.



Look at pictures above – how are they different to the images usually associated with soldiers who fought for Britain in World War One?

They are different because normally when we talk about WW1 soldiers you think of white men not Black or Indian men. Also nobody ever really talks about Black War heroes just white heroes.



Caribbean soldiers, who would fight for Britain, posing for a photograph on aboard a ship, 1915.

Look carefully at the men in the photo above:

- a) How do you think they are feeling about heading off to fight for Britain?
- b) Why do you think they are feeling that way? Think carefully about all you have learned about what it means to be a subject of the British Empire

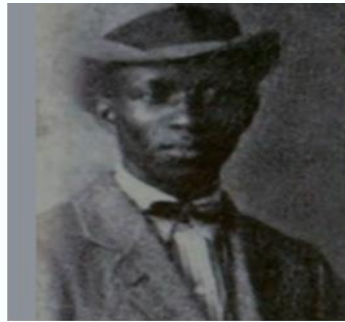
a) I think they are really excited because they are all laughing and having fun with each other and they look excited to fight for "the mother country" and they have no idea how bad and tragic war is. So if they had fought before they probably wouldn't be smiling and goofing around.

b) I think they are excited because they are fighting for the "mother land" and for King George V because most of the countries were still in the colonies so King George V was their king and also they probably thought war was going to be fun but they were wrong.

During our research into World War One, we looked into the West Indian Regiment and focused on several prominent soldiers:



Walter Tull

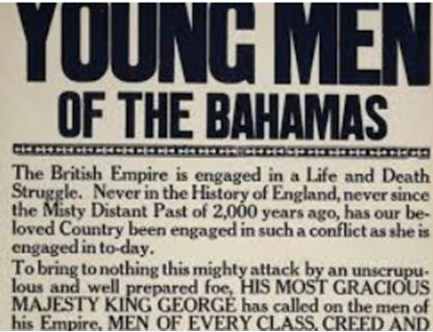


Lionel Turpin



Winston Churchill Millington

We also used some of the posters aimed at West Indian recruits to analyse propaganda techniques.

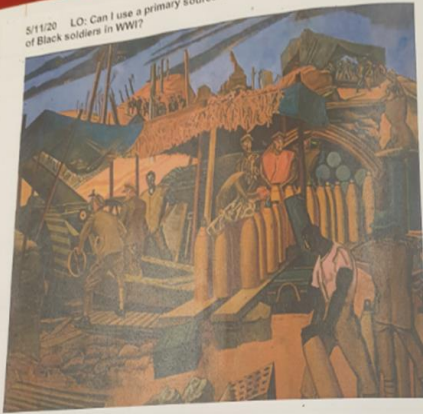


We have begun to study about the inequalities and prejudices soldiers of colour faced due to their race, as well as the many valiant and important roles that they played in spite of that discrimination.

We used a primary source: “A Canadian Gun-pit” by Percy Wyndham Lewis to make inferences about the role of Black soldiers in WWI.



5/11/20 LO: Can I use a primary source to make an inference about the role of Black soldiers in WWI?



'A Canadian Gunner' Percy Windham Lewis, 1918

What inferences can you make about the role of Black soldiers in WWI from this painting?

The Black man is assaulted. The officers are peering at him giving the impression of them not-trusting the man because of his colour of skin. He is a slave and hardworking. He might want to ~~and~~ become a soldier but he won't get an opportunity to. No one is helping giving an impression of they think he should suffer which is wrong. Every one has been protected from the sun by tarpaulins but he has ~~to~~ no protection from the sun. He has no army uniform meaning he will never be a soldier. This sends messages that black people can't

“The officers are peering at him giving the impression of them not trusting the man because of the colour of his skin...”

“Everyone has been protected from the sun by tarpaulin but he has no protection....”

“He has no army uniform meaning he will never be a soldier. This sends messages that black people can't become soldiers or captains.”

“He might want to be a soldier but he won't get an opportunity to. No one is helping, giving an impression that he should suffer, which is wrong.”

become soldiers or captives. I infer that
 he has the role just to carry.
 In the painting I can notice that
 he is the only black person.
 I can infer from the painting
 every one is on the marching
 training. And while he is
 forced by ~~British~~ British to carry
 the ammunition by his self. To express
 on his face looks like he is
 sober & angry and miserable. On his
 face he is shiny emphasising sweat
 because shells are heavy and he doesn't
 have any protection from the sun.
 Sun like the others. He would
 rather much and help the soldiers.
 Even the training army gets
 shade the officers get shade.
 The officers could help him instead of
 feet relaxing or standing in the shade.
 The other could help but they don't
 because he is black. He is strong
 so he should of been fighting not wasting
 time on shells. The officers look stern
 and angry probably because he is black.
 He looks indifferent. He doesn't get
 recognised or noticed. He doesn't get
 any attention because he has no value to
 the officers or army.

Very detailed and perceptive observations and
 inferences Jneesh!! 😊

“Infer that he has the role just to carry..”

“his face is shiny emphasising sweat because shells are heavy and he doesn't have any protection from the sun like the others...”

“He is strong so he should be fighting....”

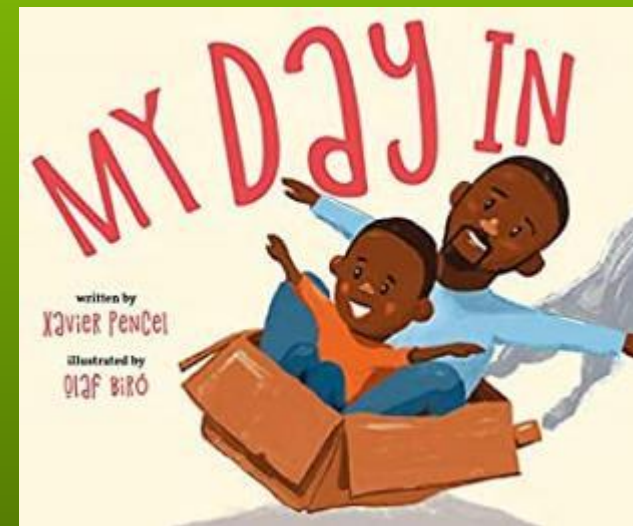
“He looks indifferent. He doesn't get recognised or noticed.....he has no value to the officers or army”

All of this learning is building towards a final writing outcome for the children in which they will be writing in character as a soldier on the front lines writing a letter home.



English

- 88% (minimum) of texts ordered for book corners and for reading lessons are representative of our BAME community
- BAME author visits (EYFS Xavier Pencil, KS1 Patrice Augustus-Brown and KS2 Meena Rajput)
- Cocoa Boy and Cocoa Girl ordered for Years 2 – 6
- Meeting with new curriculum lead to ensure BAME representation is reflective of our cohort



Managing Racist Incidents

- Racism is a form of bullying
- Institutional or Personal
- No incident should go unchallenged no matter how small- perception
- Inform
 - A member of SLT
 - Parent/carers of all parties involved
- Record
 - We have a log and we have a duty to report to the governors

Support

For the victim

- Listen
- Remain calm
- Accept their language
- Understand their courage
- Acknowledge feelings
- Confirm
- Reassure
- Protect

For the perpetrator

- Whole class teaching on issues
- Reflection for the individual
- Expected behaviour contracts
- Invite in experts



Questions?

Thank you so much for joining
us this evening.

