

Anti- racism Parent Workshop



Race and racism is a reality that so many of us grow up learning to just deal with. But if we ever hope to move past it, it can't just be on people of color to deal with it. It's up to all of us—Black, white, everyone—no matter how well-meaning we think we might be, to do the honest, uncomfortable work of rooting it out.

|
Michelle Obama

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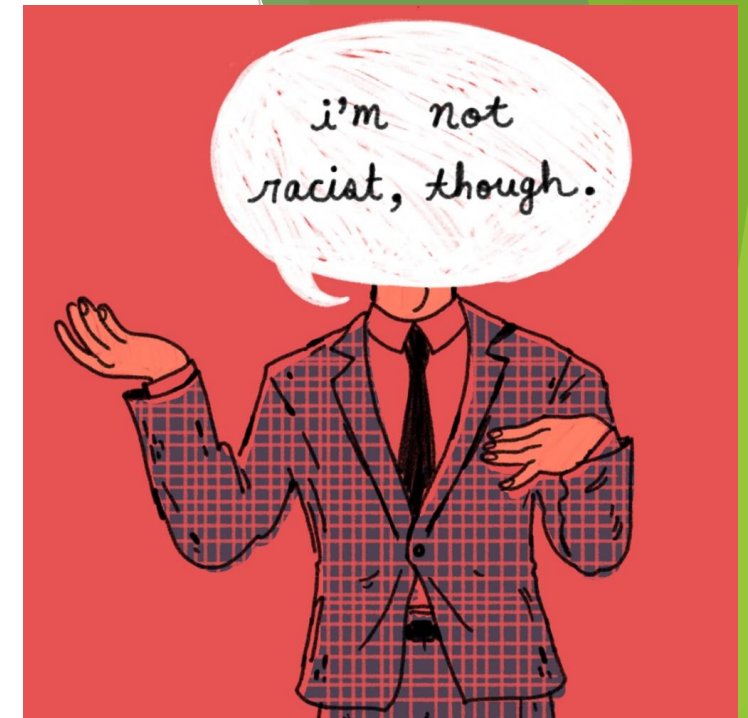
Objectives

- ▶ To give a brief overview of what is meant by 'Anti-racism'
- ▶ To explain what we as a school are doing to support this ethos
- ▶ To give some ideas of what you as parents and carers can do to support this.
- ▶ To get your feedback about what the school can do.
- ▶ To share some useful resources to support Anti-racism.



Key terms

- ▶ Race vs ethnicity
- ▶ What is racism?
- ▶ Race is a social construct (not biological!) rooted in slave trade
- ▶ White privilege (see video)
- ▶ 'not a racist' vs Anti-racist



**IN A RACIST
SOCIETY, IT IS
NOT ENOUGH TO
BE NON-RACIST,
WE MUST BE
ANTIRACIST.**

- ANGELA DAVIS

Children aren't born racist, but....

- ▶ They are exposed to institutional racism in a racist society.
- ▶ Internalise idea that whiteness is the norm.
- ▶ Absorb Eurocentric idea of 'beauty'.
- ▶ See inequalities in media representation.
- ▶ Studies show: 30 month old – playmate preference of own race. By 36 months, majority chose white playmates.
- ▶ Black and white children are both more likely to choose white dolls to play with.
- ▶ Internalise racist ideas between 2-4 years old.
- ▶ The younger we start teaching them, the better!



What are we doing?

- ▶ 'Diversity lead'
- ▶ Staff and Governor training
- ▶ Part of Lambeth's 'Raising the Game' initiative
- ▶ Developing an Anti-racist procedure within school
- ▶ Parent workshops



What are we doing?

- ▶ Clapham Manor 'Code of Respect'
- ▶ 'Respect for All' PSHE unit
- ▶ Tailor made History curriculum that reflects diverse history all year round
- ▶ Class names (Mandela, Malala, Wonder, Jemison...)
- ▶ Ensuring that resources, books, displays etc reflect our community.
- ▶ Events and visitors that reflect achievements of BAME community.

Code of Respect



At Clapham Manor we agree to respect every member of our school community.

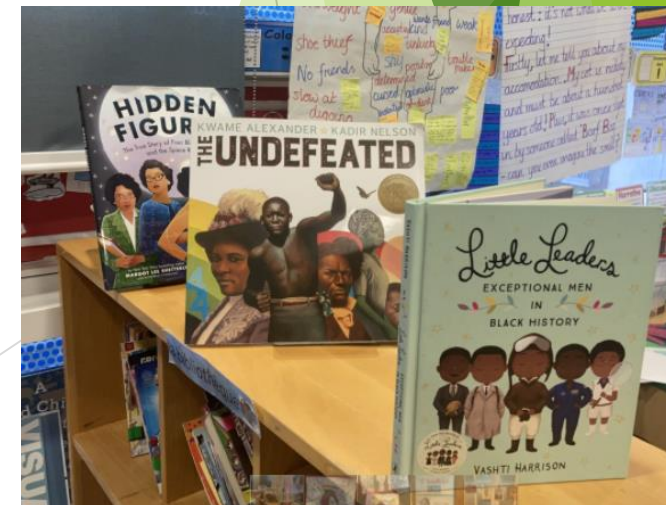
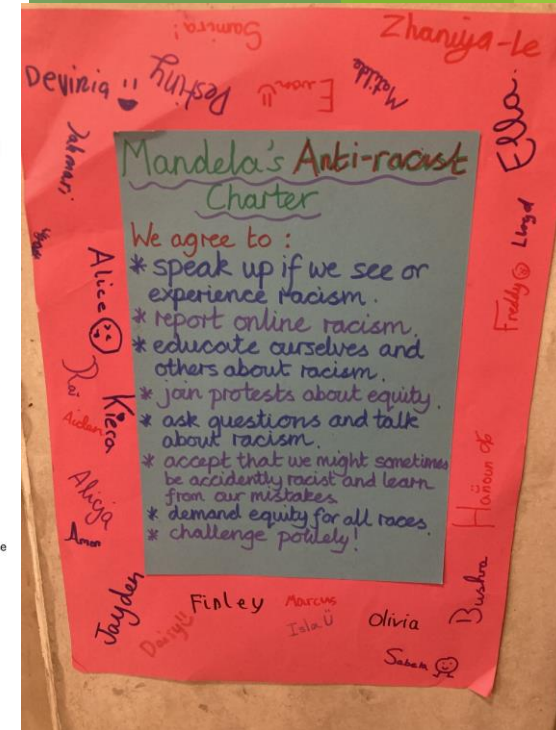
We challenge any discrimination or unfair treatment based on someone's;

- Age
- Disability
- Gender/ Gender Identity
- Family or who they love
- Marriage or Civil Partnership
- Pregnancy or Maternity Leave
- Race or Nationality
- Religious Belief or Faith

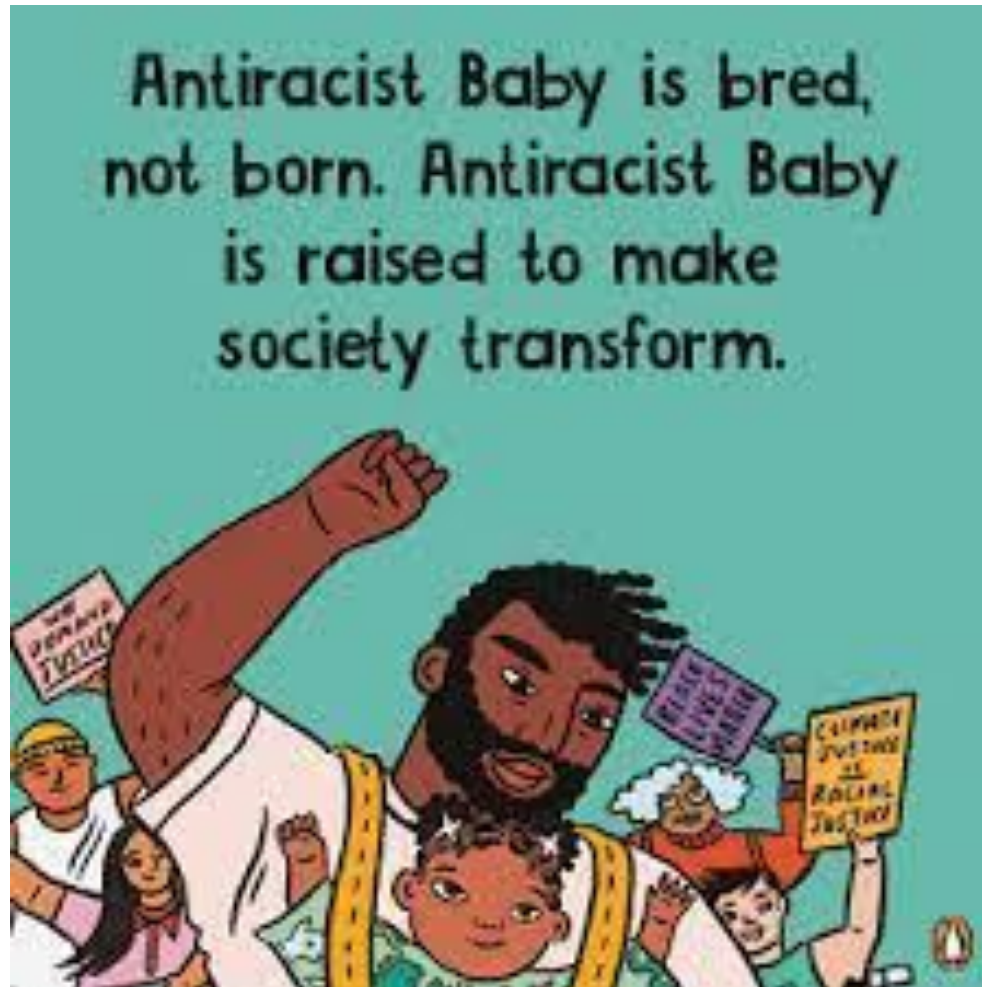


At Clapham Manor Primary School, we celebrate our differences. We are proud that our community is diverse and unique, and every one of us is different. We have different families, abilities, and have links to places all over the world. We all look different, have different faiths or no faith and are different ages and genders. We might not always agree, but we are respectful of everyone, no matter how different we may be.

Promoting respect for all and protecting the rights of all groups to be treated equally is not only a value that all staff, children, parents/carers and visitors at Clapham Manor must uphold, but is also the law under the Equalities Act 2010.



What can you do?



Develop their sense of identity

- ▶ Ask them to describe/draw themselves – what words do they use?
- ▶ What makes you different? What makes you special?
- ▶ Likes, dislikes, personality.
- ▶ Culture, languages, religious beliefs
- ▶ Personal and family history
- ▶ Develop pride and confidence in their unique identity – self worth
- ▶ Interest and appreciation in how the identities of others compare.
- ▶ Immunise them from need to ‘fit in’
- ▶ Understand that they don’t have to conform to a stereotype!



Celebrate differences (and recognise inequalities!).

- ▶ Don't be colour blind – this denies racial and cultural experiences.
- ▶ Raise colour-conscious children.
- ▶ Recognise the differences in cultural histories and experiences and the impact that race has.
- ▶ Draw attention to the beauty and value of differences and what it adds to our community.
- ▶ Point out inequalities and privilege or discrimination that they or others might face because of their race.
- ▶ Point out the difference between recognising differences and being racist.
- ▶ Encourage diverse friendships.



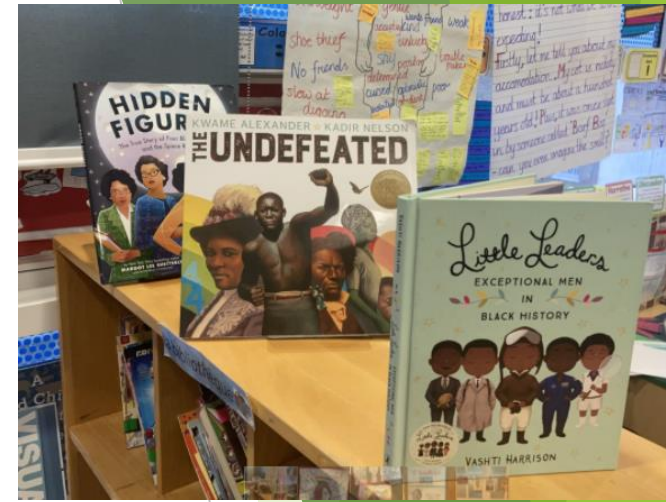
Talk openly about race and racism!

- ▶ Silence is complicity in racism!
- ▶ Encourage children to be respectfully curious about race.
- ▶ Don't ignore racist things they might say/value judgements they might place on differences eg skin colour. Use them as teaching points.
- ▶ Discuss race even if it doesn't appear to affect them directly.
- ▶ Keep it age appropriate and relatable eg. Kind/not kind, fair/not fair, moving to prejudice/privilege.
- ▶ Build up the language and tools they need to recognise and challenge racism.
- ▶ Use simple analogies eg sharing chocolates, crayons in a box.
- ▶ Introduce concept of 'White privilege'. Plasters!
- ▶ Discuss racial incidents on the news, as they do affect children who internalise the stress.
- ▶ You don't have to be an expert – you can learn with them!
- ▶ Be prepared to be uncomfortable!



Diversify toys, books and media!

- ▶ Studies show...
- ▶ 80% characters in children's lit are white (in 2018 only 4% of published books had BAME main character)
- ▶ Draw attention to and discuss inequalities and stereotypes in books and other media.
- ▶ Resources that celebrate the successes of the BAME community, not just the struggles.
- ▶ Provide role models – activists who have spoken out and made a change.
- ▶ Show different races doing 'normal' things! We are all the same!



Use role play/discuss scenarios.

- ▶ What would you do it?
- ▶ Give them language and skills to recognise and challenge.
- ▶ Let them know they have the power to change things that are unfair.



Be a role model!

- ▶ Model the behaviours that you expect them to use eg Self reflection!
- ▶ Prepare to acknowledge and challenge your own racist thoughts and biases.
- ▶ Broaden your own social circle as well as theirs.
- ▶ Talk openly about race and racism.
- ▶ Activism - actively being anti-racist.

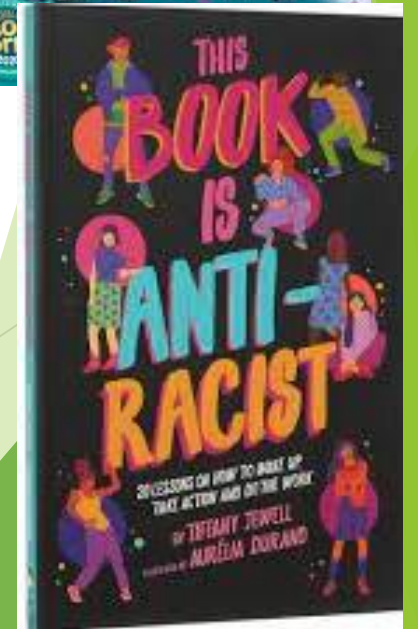
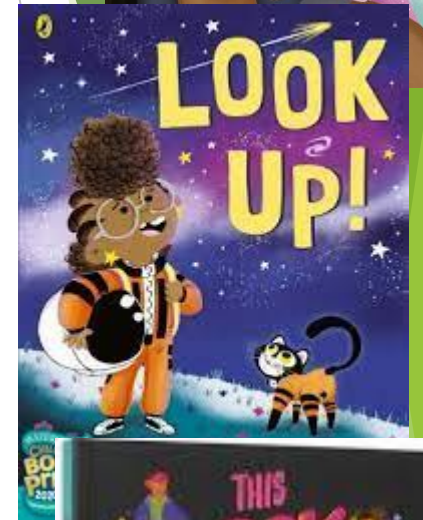
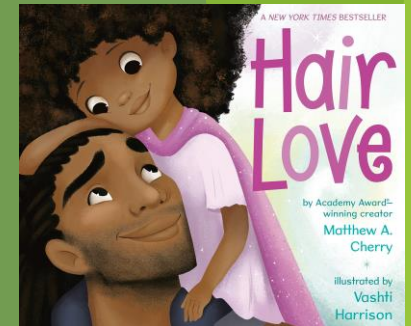


Meera - Roundtable Books



Useful resources....

- ▶ (See handout)
- ▶ 'This Book is Anti-racist' (Y5+) – Tiffany Jewell
- ▶ 'Wish We Knew What to say: Talking with Children about race' Dr Prayga Agarwal
- ▶ The School that tried to end racism – All 4.
- ▶ Hair love: Matthew Cherry
- ▶ Little Leaders: Bold women in Black History
- ▶ Podcast: Little Kit: Parents. Talking with young children about race.



Over to you....

- ▶ Questions?
- ▶ Suggestions?
- ▶ Feedback/suggestions form.