

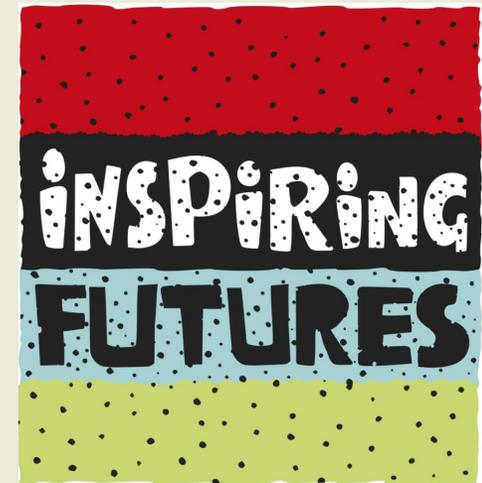


Appendix 1

# Update: How are we incorporating Race & Social Justice work into our schools' education programmes?

## Overview & Scrutiny Committee

7 June 2023





# Race and Social Justice programme update

7 June 2023

Natasha Cock, Paramjit Roopra and Ben Spinks



# Background - a brief reminder



- The RSJ programme is strongly school led and focused
- Prior to launch, extensive research was undertaken examining practice in other parts of the country and engaging leading experts in the field, including Paul Miller, Professor of Educational Leadership and Social Justice
- The programme launched with a headteachers' conference in September 2021 – attended by 92 delegates with an average evaluation score of 4.9 / 5
- The programme is intended to encompass the whole school, reflected in three themes:
  - Student experience and inclusion
  - Staff experience, including recruitment and progression
  - Curriculum

# Key features of the programme

- The RSJ charter - sets out tangible commitments the school makes
- The self-evaluation tool – allows schools to assess progress and identify priorities
- A network of 45+ RSJ facilitators who help convene the work in their schools and share practice across the borough
- Programme leadership:
  - Paramjit Roopra, Northbury and Thomas Arnold, lead headteacher
  - Marilyn Johnson, Marsh Green and Lara Marsh, Rose Lane, lead facilitators
  - Ben Spinks, BDSIP, convenor

## Barking and Dagenham Race and Social Justice Charter

We are proud that Barking and Dagenham is one of London's most diverse boroughs. We are determined that all our young people, particularly the most disadvantaged, should have the best possible start in life.

We believe that:

- Ethnic background or racial group must not negatively impact students' experience of school, their educational outcomes, or life chances
- The staff and leadership of our schools and borough must fully reflect our diversity
- Schools' curriculum must reflect and celebrate the diversity of our borough

Our school embraces our role in making these beliefs a reality. We have:

1. **A named lead facilitator for race and social justice** - co-ordinating work in our school and between schools
2. **A lead governor for race and social justice** - who ensures our governing body consistently considers how the school is addressing issues of race and social justice
3. **Used the Barking and Dagenham race and social justice self-evaluation tool** to identify priority areas we need to address **in our school improvement plan**
4. **A curriculum intent** which is explicit in representing and celebrating the diversity of people and communities in our borough
5. **Recruitment and progression** practices which create fair, equitable pathways for all candidates and employees, ensuring we reflect the communities we serve
6. **A commitment to staff development** - ensuring all our people have the skills and confidence to address issues of race and are knowledgeable about the communities we serve
7. **A clear commitment to working with pupil voice**, ensuring that the views of young people are central our approach
8. **Established links with our community** and engaged families in the development of the school's approach to race and social justice



# Programme highlights



## Facilitators' network:

- Meets approx. termly – regularly attended by 35+ schools
- External training – for example in diversifying the curriculum and racial literacy
- Shares good practice between schools
- Identifies challenges and priorities

## Headteachers' training:

- Racial literacy – April 2022
- Psychological safety and difficult conversations – May 2023
- Integrated to annual headteachers' conferences 2022 and 2023

Governors - key theme of annual governors' conferences October 2021 and October 2022

## Leeds Beckett anti-racism award

### 15 schools are signed up to the programme:

- Barking Abbey
- Eastbury Primary
- Eastbrook Primary
- Five Elms
- Grafton
- Henry Green
- Hunters Hall
- James Cambell
- Marsh Green
- Mayesbrook Park
- Northbury
- Rose Lane
- Southwood
- Sydney Russell
- Thomas Arnold

### Information about RSJ has been added to BDSIP's [website](#), with information about:

- the RSJ programme – including case studies
- how we recruit
- how we can work with and support others

# Inspiring Futures Conference, 17 November 2022



- RSJ was at the heart of this year's Inspiring Futures conference, which was jointly badged with the RSJ programme. The day focused on diversity and representation, sharing practical examples of how young peoples' voice can be harnessed around themes of identify, sense of place, and wellbeing.
- Hosted at the Barbican, and attended by delegates from schools and cultural organisations.
- Included a workshop on the RSJ programme, strategic leadership of cultural change and successes to-date.



## Case studies

Schools have been sharing their practice through the facilitators' network. The following slide shares some examples of this work – [click on each image to access the full-size pdf](#)

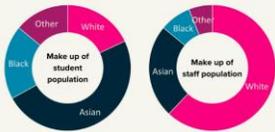


# Barking Abbey

## A Case Study in Race & Social Justice Barking Abbey School

### Before RSJ

The student and staff makeup consisted of...



### Recruitment:

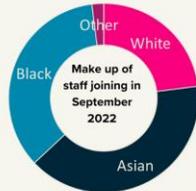
- Publish your process
- Provide feedback.
- Blind selection.
- Actively reach out to underrepresented communities.
- Representation is important.
- At every stage of shortlisting consider, as a panel, your potential biases
- Be prepared to make changes.

### Retention:

- Embed careers conversations into your process.
- Associate or Acting roles.
- Information sessions.
- Provide mentoring for colleagues looking to move into SLT.
- Conduct exit interviews for staff
- Consider secondment.

### Through RSJ

The population of staff joining are more representative of the student population...



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# Marsh Green

## A Case Study in Race & Social Justice Marsh Green Primary School



Marilyn Johnson

"The memory of being seven stands vividly in my mind.

Growing up in the diverse area of Newham, I was juggling really massive thoughts about different identities. Despite being at a school where the pupil makeup was deeply multicultural, no teachers in the school looked like me. Sometimes I had the feeling that as a child I was different, not ideal.

And at the back of my mind was an uncomfortable truth that because I was black there were some mean people in the world who wouldn't like me.

Those thoughts haven't really left me..."

### Key outcomes from staff survey

- Staff members of colour stated less of a sense of belonging in the school community (none reporting that they felt a very strong sense of belonging although many expressed feeling a sense of belonging)
- Staff members of colour felt like more could be done to promote cultural diversity across the school
- Hardly anybody had had training on race and social justice. However levels of confidence in tackling racism or dealing with race and social justice issues within school was high



"Our work on RSJ has opened the door to more difficult conversations about race and culture between members of staff. We have always had open conversations with children but less so with staff. The RSJ's training sensitively set out what is acceptable and made us all see situations from different points of view. This is so positive and has directly impacted on the culture of our school." - Headteacher

"I was deeply moved, encouraged and inspired by the RSJ's training. I wished I had it sooner or at University when I was training to be a teacher! Maybe it could be a yearly inset at our school. - Class Teacher

"One day I had a "wow" moment. We were learning about Martin Luther King and listened to his "I have a Dream" speech. As soon as he said the first line the whole class spontaneously clapped and cheered. This is a moment I will cherish forever!" - Class Teacher

"The race and social justice training was excellent, and it was a well needed conversation" - Mid day assistant

### An empowering visit:

Visible Role Models of Colour – Nathaniel Peat

*I am writing this letter to thank you for visiting our school, Marsh Green Primary, and for all your powerful and inspiring messages. It was such a privilege to have such a young entrepreneur come to our school just to encourage us to fly towards our dreams!*



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# Eastbury Primary

## A Case Study in Race & Social Justice Eastbury Primary School

Grace Abwooli & Zaheer Ahmed

"At Eastbury, our vision is to make diversity and anti-racism central to our curriculum and practice so that everyone feels valued and know they truly belong."

### Aims (4 R's)

- 1. Improve diversity and representation across the curriculum.
- 2. Re-frame our existing curriculum to reflect and celebrate diversity all year round.
- 3. Teach explicitly about racism and anti-racism.
- 4. Improving recruitment practices.

### RSJ Books Purchased

For all children, it's important that the stories they encounter at school provide both "mirrors" and "windows".

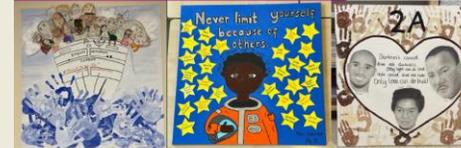
- **Mirror** - a story that reflects your own culture and helps build your identity (e.g. a main character that looks like you)
- **Window** - a story that offers you a view into someone else's experience (e.g. a main character who is different from you)

By providing books that do this, you're challenging the implicit racism of an all-white or majority-white library or book corner.

We have purchased a wide range of books which celebrate differences for our school library, which are visible and easy for children to locate.

### Race & Gender in the Curriculum: Key texts

Race and Social Justice	Colourism	Belonging/Identity	Gender Identity/Stereotype
Year 1: Don't touch my hair	Year 2: The colours of Us	Year 1: My Hair	Year 1: Julian is a Marmoid, Pink is for boys
Year 2: Hey You!	Year 4: Sunflower Sisters	Year 2: Coming to England	Year 2: Not all Princesses dress in pink
Year 3: Rosa Parks: Little Parks: Little People, Big dreams	Year 6: Salsa	Year 3: Perfectly Norman	Year 3: My shadow is pink
Year 4: Malala's Magic Pencil		Year 4: Eyes that kiss in the corners	Year 4: Bill's New frock
Year 5: Nelson Mandela: Long Walk to Freedom		Year 5: The proudest Blue	Year 5: Nan The Lonely Fisherman
Year 6: Something Happened in our Town, The undefeated		Year 6: Pida	Year 6: Pida
Year 6: The faraway truth			



### RSJ Diversity Training

- Throughout the session staff explored the following topics:
- What is racism and what does it look like?
  - Unconscious and conscious biases
  - The use and misuse of language
  - Microaggressions
  - How to talk about race? (What should you say? What shouldn't you say?)

### More of what's happening...

- RSJ Self-Evaluation completed
- Working group established to support and help drive the initiative.
- Working along side the school council to gather the children's views.
- New books in our school library celebrating different cultures.
- Black history month and RSJ page on our school website - showcasing all work round race/diversity throughout the year.
- Staff training on "Diversity in the classroom".
- African Drumming and Dance Workshops
- Black History Week Exhibition - held within our school next week
- Work along side middle leaders to diversify the entire curriculum - a work in progress
- Anti-Racism Workshops for children
- Visit other schools
- Additional Staff training - Black Curriculum
- Participate in Leeds Bucket - Anti-Racist School Award
- Updates on our website

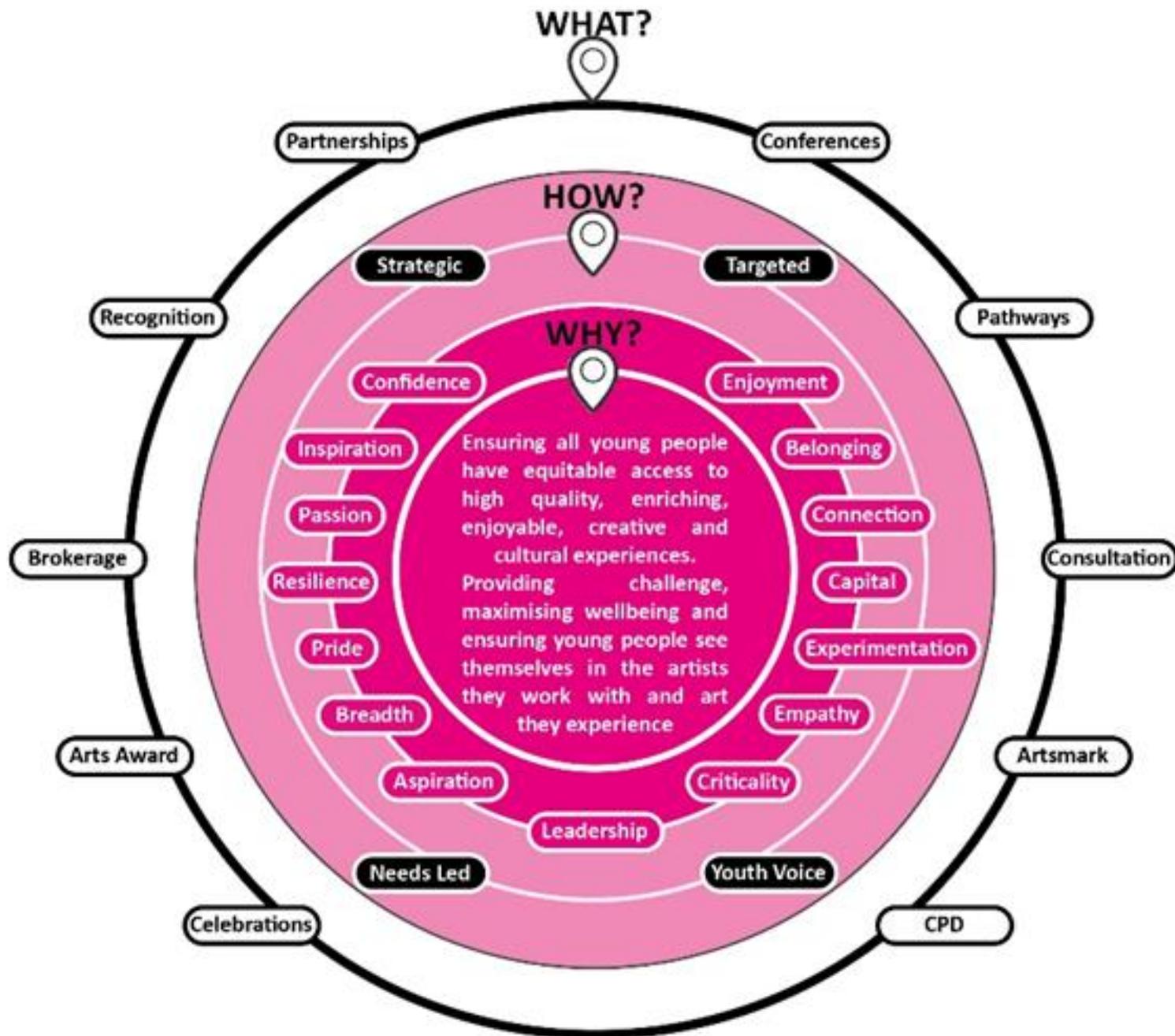


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**Inspiring Futures |  
The Cultural Education  
Partnership |  
2022-23**

**Martin Russell**



## The longest existing Cultural Education Partnership (CEP) in London and 1 of 3 original pilot CEP programs

### Key priorities:

- Developing and embedding cultural leadership
- Accreditation and celebration of cultural activities and achievements
- Clarifying, strengthening and experiencing pathways into the creative and cultural sector

### By:

- Continued professional development and learning
- Developing cultural and creative opportunities for young people within the borough
- Developing pathways for young people into the creative, cultural and digital industries.

# INIVA Workshops | October 2022

Artist Holly Graham partnered with an arts psychotherapist to deliver a series of leadership workshops at Northbury Primary School and Eastbrook Secondary School. This led up to the Young Peoples Makerspace (highlighted in one of the next slides).

They created a recipe book based on the impact of the sugar trade and its links to the lives of young people in LBBD.





**Roots and Routes** | Over 200 copies of the book were printed and distributed to school students

# THE INSPIRING FUTURES 2022 CONFERENCE

INSPIRING  
FUTURE



## Young Creatives Makerspace | November 2022

**100 Primary School Pupils  
80 Secondary School Pupils**

**Partners: Barking & Dagenham College, A Space, INIVA  
Supported by NEL ICB**

School students were invited to explore their sense of identity, place, and belonging and its relationship with mental health and wellbeing. Young people worked with cultural organisation Iniva, therapeutic support service 'A Space' and artist Holly Graham to artistically respond to the provocation of identity and wellbeing. Creative activities were led by students from the schools who participated in the workshops.



# Annual Conference | November 2022

## Exploring the Role of Diversity, Representation and Identity in a C21 Creative Curriculum

- Held at the Barbican Centre, London
- 120 guests from schools, cultural organisations and strategic partners
- 90% of all contributors were from the Global Majority
- Keynote presentation by Kay Rufai and the SMILING-Boys Project

*“It was clear to me that the schools and cultural organisations in Barking & Dagenham are really keen and ready to engage with delivering a creative but also representative and anti-racist curriculum in the borough.” Conference participant*

### THE INSPIRING FUTURES

### 2022 CONFERENCE

EXPLORING THE ROLES OF DIVERSITY,  
REPRESENTATION, AND IDENTITY IN A 21ST CENTURY  
CREATIVE CURRICULUM

#### BIOGRAPHIES

##### John Akinde

Both a creative entrepreneur and community engagement specialist. Since 2014, John has delivered and managed community and youth engagement projects for various organisations and agencies within London, engaging young people in various environments which include PRU's and prisons. John has a significant amount of experience working with marginalised communities, particularly with young people at risk of youth violence. He set up and co-runs a community leadership programme in Barking and Dagenham, which seeks to activate the leadership potential of young people aged 16 to 25. As an artist, rapper and writer, John Akinde has built an influential following undertaking creative commissions from HuffPost, Metro, BBC and many more – making both art and entertainment material for mass audiences through music, spoken word, film and theatre. Most recently, he was commissioned by Sky Arts and Creative England to develop a short film.



##### Karena Johnson

Karena Johnson is an award-winning artist who has worked for over 20 years as a theatre director, curator, conceptualiser and producer, championing emerging artists, new audiences and diversity. In her current role as Artistic Director and CEO of Hoxton Hall, Karena led the re-launch of the grade II listed Victorian Music Hall in the heart of the East End in 2015, with a new vision of innovative theatre, music, comedy and a youth arts programme.



Her pioneering career includes being Artistic Director of The Broadway, Barking; Acting Artistic Director of Contact Theatre, Manchester; Artistic Director of Kushite Theatre Company; and Theatre Programmer at Oval House Theatre. She has also been an Associate at Theatre Royal Stratford East, Nottingham Playhouse and NOW festival, as well as led a range of international projects.

Her work has been recognised by with a TMA special award nomination for “theatre with cojones” for her Spin Season at The Broadway, an artistic response to the local election race between Labour and the BNP. Karena has also won Arts and Business award for Diversity.



barbican



Barking &  
Dagenham

“

*The panel discussion was extremely accessible. Often these things can be a little about people sounding clever and one up-manship. Your panel was populated by experts in their field but there was absolutely none of this. It was a rich and varied discussion defined by openness and authenticity. The first workshop I attended (art and poetry) was my favourite of the two with the facilitator encouraging participants to get creative in a very short period of time. The keynote was fantastic; loved his delivery, the interactivity and his use of videos*

”

*Conference participant*

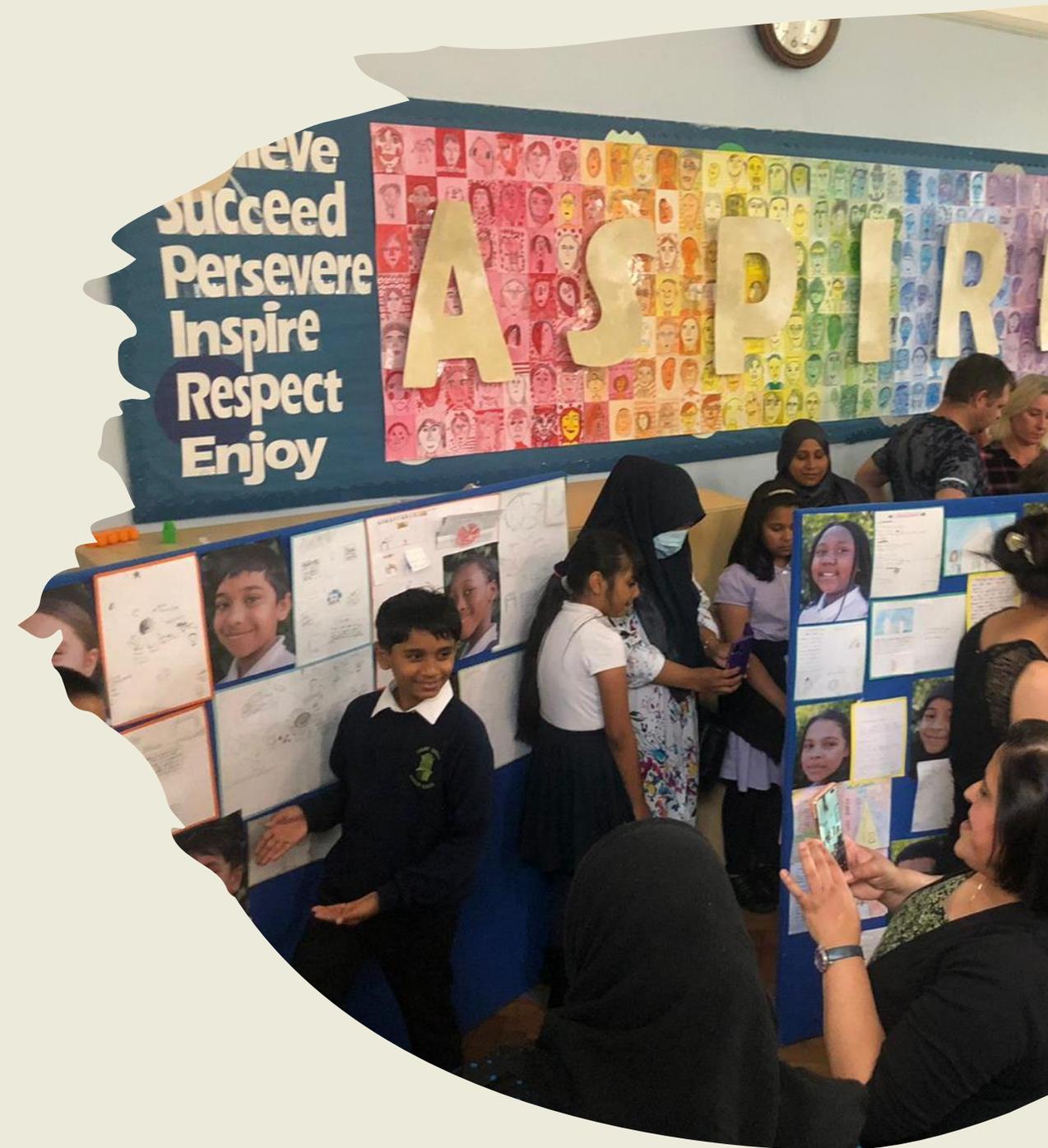


# The Story of Me | Year 2 | Developing Diverse Models of Literacy Development

The Story of Me is a project led by Inspiring Futures and seven primary schools in LBBD. It aimed to look at how storytelling and theatre-making helps to develop diverse and representative literacy curricula. A two year programme, it has been funded by the Paul Hamlyn Foundation and has placed artists from the Global Majority and under represented communities with teachers to develop the curriculum.

14 Artists, 21 teachers, 2 cultural organisations 1400+ pupils

Now in its final term, the project will produce a comprehensive evaluation and toolkit for all primary schools – far reaching impacts in all 7 schools has been clear.



“

*Many schools express that they feel that the work is beginning to become second nature – and hence they are disappointed the work with artists is beginning to wind down! Across the project there has been a key change in the way senior leadership has viewed this work, with many becoming advocates for how this work becomes school wide, and continues well beyond the project.*

*It has also been interesting to see the teachers that have been engaged across the two years become real experts and champions for the arts in education, and engaging across other aspects of our work, such as our Film CPD sessions, which they have independently signed up to.*

”

# Film Skills and Education

Working in close partnership with Film Barking and Dagenham to diversify the industry at point of entry.

- 2 Screen For Skills Events in **June 2022** and **February 2023**.
- February Event reached:
  - Over 70 teachers
  - Over 25 partners
  - Over 100 parents/community stakeholders engaged
  - Over 1200 students engaged
- Pilot Film Enterprise Project with Greatfields AP students
- Access for all secondary schools to Crew Room Academy digital training hub
- CPD and Workshops across the year





# Primary Schools Film Skills Day | March 2023

60 pupils from 3 primary schools attended BDC to get hands on with their TV Production Studio, VR technology and the E-Sports Arena

# Children unravel the secrets of TV

**CHILDREN** became film directors for day to see what it's like working behind the scenes in television.

Pupils from Ripple Primary dropped in at Barking and Dagenham College to see its East London Institute of Technology in action.

They tried their hand at being a presenter on camera, a production director and having a go with lighting.

Nine-year-old Maryam Zahra got a real buzz and an insight into how TV works.

"The virtual production screen was amazing," she said. "I now know when I watch programmes on TV that the background might be created on a screen and not real."

The youngsters had their own photoshoot and learned what it's like behind and in front of the camera.

Ripple Primary's arts teacher Marta Dobrowolska said: "The visit helps develop their interest in careers to land their dream job later."

The school trip was part of Barking and Dagenham Council's "Inspiring Futures" creative careers partnership with the college.



Pupils from Ripple Primary learn secrets of TV at Barking & Dagenham College



## Far From the Norm | BLKDOG | March 2023

Inclusive performances for schools only at the Broadway Theatre of the international touring show by Olivier Award winning Botis Seva, born and raised in Dagenham. Post Show Talk to raise aspiration and demonstrate that from adversity can grow success, recognition and reputation. **450 young people**