



URSULINE HIGH SCHOOL

Racial Justice Review of Year 1 2020/21



MISSION STATEMENT

Mission

Inspired by the life and work of Saint Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic and ever-changing world of the 21st century. As a Christian community, characterised by a spirit **of respect, trust and joy**, we promote excellence in every aspect of life.



Core Values

Serviam

Respect

Kindness

Generosity

Perseverance

Gratitude



Aims

- Set standards of excellence in teaching and learning and to provide a broad, balanced and relevant curriculum
- Develop personal qualities **of understanding of self and others**, self-discipline and motivation, responsibility
- Foster an attitude of respect for all regardless of age, **race, colour**, creed or gender
- Build peace, **promote justice, social concern and, through the celebration of difference, the equality**
- Widen horizons, encourage a sense of commitment and service to the wider world, and to enable each one to go on

School Leaver profile

Our School Leaver Profile

- Having Christ as the centre of their lives
- Being able to recognise **the uniqueness of each individual** by showing respect and love for all
- Being self-aware and better able to direct her life and fulfil her calling
- Having a generosity of spirit and persevering in all things
- Being willing in the spirit of Serviam to develop her talents and use them for the good of others and especially the neediest
- Being able to use her leadership skills for the benefit of the community.
- Being focused on justice and peace as she keep alive the gospel values in our world
- Having achieved academic excellence through perseverance
- Having an understanding of what really matters in life
- Students who adapt to the sign of the times



Strategic Intents and their amplification [Taken from SDP 2020/21]

9. A community founded on the common good, self-respect respect for others AND FOR GOD'S CREATION

- All members of the community are **working towards the common good**
- Parents are the first educators of their children and are essential partners. They actively engage with school in educating their child
- Parents know how to keep their daughter's safe and have positive mental health and keep their daughter healthy
- Students and staff feel safe, valued and listened to
- All students act as ambassadors for the school
- **Every student knows and celebrates their own and wider cultural identity within the Ursuline Community**
- Students support each other and understand their rights and responsibilities
- The school provides a range of support services that support students with the pressures of every-day living
- Every student explores future opportunities and can articulate possible future pathways
- **Sexual orientation, racism, homophobia, religious intolerance, gender recognition and bullying is always challenged with a range of strategies**
- Defamatory labelling is always challenged
- Our school challenges, monitors and safeguards young people against the inappropriate use of social media and educates students in responsible use

18. EQUITY DIVERSITY AND INCLUSION RESULTS IN STUDENTS OF ALL ETHNIC MINORITIES FEELING UNDERSTOOD AND VALUED

- All staff are fully trained on DFE guidance and school policy so they are rigorously implemented across the school
- School has a strategic committee leading with an action plan to identify how the school can ensure all students are full participants in the life and success of the school.
- The school has excellent role models on its staff for all students.



BAME Collective Report Key Points to address

Discrimination experienced by BAME students in the implementation of the school's disciplinary policy.

Racial Gaslighting

Dismissal of Racial Abuse to focus on Disciplinary Action

Direct discrimination in the provision of opportunities

Disempowerment of BAME Students

Curriculum

Disregard for reported incidents of discrimination

Misogynoir is misogyny toward black women, where race is a factor, as well as gender.

Problems within the school's reporting system

Please learn our names!: racial microaggressions

How did we get to the point we did?

- Phrases shared between the team
 - Self congratulatory
 - Didn't look for it
 - Didn't seek out and listen
 - Oversight
 - Not looking in the right place
 - Stopped listening
 - Communication lacking
 - Complacency
 - Not enough investigation
 - Leavers Profile Racial Justice not there
 - Disconnect between staff and student perception
 - Student voice not enough
 - Haven't asked the right questions
 - No parent concerns or voices heard
 - Lot of support in place for students
 - Voices quiet
 - Students have lack of agency now more confident
 - Students a conduit for what is happening in society
 - Curriculum narrowed in 2016 a missed opportunity to reflect our community and a more diverse society
 - We thought our core values would solve any problems we didn't acknowledge how students felt and that our values would lead students out of this
 - Yvonne Symcox led inclusivity and met needs of students, they felt they had someone to go to who understood, she built up trust with parents and siblings, she knew how to reach out
 - Can't be just one person
 - Need a more listening response
 - We tried to deal with individual students and not the bigger picture
 - Where are our parents?
 - We thought outcomes were enough
 - Influence of Government policy on priorities
 - Nee to listen more... and have structures for listening
 - Is the Parable of the Good Samaritan enough to be a source of wisdom for our Mission?
 - Could the parable of the Rich Young man be added?
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- Solidarity as a Catholic social teaching could be a theme for next year



Aims of our EDI Racial Justice Strategy

By the end of the Year we aim

1. For students to be able to have confidence to call out racism to report it and have confidence it will be resolved by staff
2. For our students to see a broad range of perspectives from those of varying ethnic and racial identities reflected in the curriculum so that students feel valued and that their contributions matter. We aim for curriculum content to be diverse.
3. For staff a. to better understand and be able to identify different forms of racism and are confident in the ways they might challenge them. b. to recognise how their own journeys and identities shape 1) their interactions with each other 2) with students and 3) the teaching and learning process

Measuring outcomes at the end of the year

1. Student voice will be collected through questionnaires and focus groups analysed by ethnicity and age on
 - Experience of racism, schools response to racism, the effectiveness of school systems and staff response
 - Experience of the curriculum, their knowledge and understanding of the changes made
 - How valued students feel
2. Staff voice will be collected through questionnaires analysed by ethnicity and will focus on
 - Confidence at recognising and responding to racism and their contribution to promoting racial justice in the curriculum as a subject teacher and as a form teacher
 - The extent to which they are able to integrate student's cultural and racial identities and experience into the classroom



Racial Justice Key Principle

Our key Principles will inform our whole school strategy and the partners we work with including Higher Education Partners and Training providers.

1. Racial justice is a religious and moral imperative.

We recognise the onus on white staff to be mindful of the assumptions they hold at a conscious and subconscious level about race and racism. We recognise to do this work well may cause us some discomfort but we will take personal and collective responsibility for our learning and actions *E.g. our anti-racism policy explicitly references our expectations of staff students and parents in ensuring all are treated with dignity and respect. Racial literacy/cultural competency is a core strand of staff training and new staff induction.*

2. All students of all ethnic backgrounds must feel loved, valued and understood by their peers and staff.

We recognise the onus on us as white leaders and racially minoritized leaders to listen systematically to all ethnic minority groups in our school and respond to the needs their share. *E.g. Listening groups led by our AHT, our pastoral care delivered by tutors, PSAs and Heads of Year focuses on every individual being known and listened to through dialogue, the student consultative group and student surveys.*

3. The school must serve the needs of all students, including needs arising from their ethnic identities. *E.g. Language about racial justice as well as specific issues of social justice e.g. intersectionality are explored through the curriculum IN English, History and Religious Education, assemblies, the PSHEC programme, the range of speakers invited into school, the yearly debates programme and collective worship.*

4. We know that we cannot reach our full potential as a school and a Catholic community unless we can benefit from the talents of the whole population and until people from all Ethnic Minorities can benefit from our institution equitably. *E.g. All student data is analysed by ethnicity, such as progress and attainment, behaviour, student leadership, wellbeing and support referrals and engagement. To ensure all students recognise their full potential we set challenging targets, monitor progress closely, ensuring career speakers from all professions come from a range of racially minoritized groups and use alumnae as role models from a wide variety of backgrounds.*

5. Ursuline High School is aiming for long term institutional change as the only way to eradicate racial inequity and ensure racial justice.

E.g. The school has committed to a 3 year EDI/Racial Justice strategy and sought support from external agencies and experts to guide this process. We have sought the views of all stakeholders by establishing a taskforce and student voice channels to ensure the long-term changes made are truly reflective of the needs and experiences of students and staff from all ethnic backgrounds. The school is committed to ensuring that racially minoritised staff are present at all levels of decision-making.

6. We recognise that people from Ethnic Minorities are not a homogenous group and should not be considered as such. All individuals have multiple identities, and we aim to consider intersectionality wherever possible. *E.g. We listen to students' experiences and celebrate their cultures. We draw on student experiences within the curriculum to ensure our students see themselves reflected in what they are learning. All student data is analysed by specific ethnic groups. We plan yearly calendared events that raise awareness of identity. E.g. a sixth form conference focussing on Intersectionality in Academia and celebration of LGBT+ role models from a wide variety of ethnicities. The intersection of ethnicity and disadvantaged status is a specific focus of the whole school disadvantaged strategy.*

7. Ursuline High School provides a curriculum that promotes racial justice. *E.g. Decolonisation of the history curriculum to explore the truth behind British History and cultural identity, all staff evaluate the curriculum regularly to ensure a more diverse representation of racial groups and are rebuilding the schemes of learning to reflect the contribution of all ethnic and racial identities to specific subject areas. English has rewritten the Ks3 curriculum to include more authors from Racially Minoritised Groups, Science is better reflecting the contribution of scientists from around the world to scientific understanding to challenge the stereotypes perpetuated by the curriculum.*

8. Staff of all ethnic backgrounds are present in all areas of responsibility and leadership across the school.

Eg. Recruitment is sought using adverts placed in media outlets used by racially minoritized staff. Governors and staff who interview will be trained in unconscious bias. Support for newly appointed staff is available so no undue burden or expectation is placed upon those staff.



Workpackages/ work streams

- **Curriculum and Assessment**
- **Student Voice**
- **Professional development of staff**
- **Policies** including antiracism reporting racism
- **Recruitment**
- **Initial Teacher training**



Implementation

- **Integrated through present school systems and leadership positions across the school**
- **Reporting work to task force of Parents Governors staff and students**
- **Reporting to Governors**
- **Feeding back to students and parents**
- **Independent consultant to report back to governors and support the process commissioned by Governors**

