

URSULINE HIGH SCHOOL

Strategy for Racial Justice - Student Voice



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Our aims are:

1. For all students can clearly and correctly articulate the school’s procedure for dealing with racist incidents.
2. For all students to be able to identify 3 examples of changes the school has made to promote racial justice.
3. For the majority of students from each ethnicity to be able to state that the school is anti racist.

Student Voice	<p>All students to be able to clearly and correctly articulate the school’s procedure for dealing with racist incidents All students to be able to give 3 example of changes the school has made to promote Racial Justice. Majority of students form each ethnicity to be able to state that the school is anti racist. This to be measured through</p> <ol style="list-style-type: none"> 1. Student questionnaire 2. Consultative groups 3. School council 	<p>Initial student interviews Discussion at leadership groups/ school council Identify areas of concern and agree action School Council to discuss and input into School strategy Students to lead assemblies Set up therapeutic group sessions for those most affected by events of the summer Begun changes to the uniform and hair policy in response to student voice. Follow up evaluations Set up consultative groups in each year group</p>	<p>Autumn term</p> <p style="text-align: center;">Spring term</p>	<p>Therapeutic group for yr 10 in place Training booked for Pastoral staff to support racial trauma Hair Policy and uniform changes agreed at Govs sub committee</p> <p>Consultative groups up and running</p>
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Summary:

- Student Consultative group has been set up and meets every half term. Racial Justice is a standing agenda item for feedback and ideas. Staff of ethnic diverse groups have been invited to attend and speak about their ethnicity.
- Y10/11 students suffering from Racial Trauma have received sessions within a therapeutic group. The feedback session to JW, EK, VJ raised valuable comments.

Feedback comment from student	Desire for change	Action taken
1 Y10 student felt that staff disproportionately approach students of black heritage as if there was a problem at lunch time.	Students wished for staff to approach all groups fairly and not single out a white person if they were with their black friends and asked if they are 'ok'.	Headteacher addressed all staff re this unconscious bias in briefing the next day.
1 Y10 student spoke of an unresolved racist incident that had previously been reported.	Student wished for resolve with other party.	AHT reinvestigated the incident and resolved between the 2 students.
1 Y10 student spoke about historic racism in primary school.	For her little cousin joining UHS in September, not to experience the racism she has felt.	AHT / HOY7 suggested and is planning a 'big sister' racial minoritized group for new students to gain support and direction on entering UHS.

- Training is booked and starting 19th May 2021 for 6 UHS staff to run safe spaces for students experiencing racial trauma.
- Reporting a racist incident:
- **Question 9: If I experienced a racist incident, I would report it.**

	Year 7 / %	Year 8 / %	Year 9 / %	Year 10 / %	Year 11 / %
Yes	87	87	73	70	75
No	0	3	4	8	9
Unsure	13	10	23	22	16

Ethnic Group identified	Yes / %	No / %	Unsure / %
Asian	69	7	24
Black / other	50	12	38
Other ethnic groups	63	4	33
Other mixed background	71	9	20
White	88	10	2

- **Question 10: If I witnessed a racist incident, I would report it.**

	Year 7 / %	Year 8 / %	Year 9 / %	Year 10 / %	Year 11 / %
Yes	93	93	86	81	91
No	0	1	2	2	2
Unsure	7	6	12	17	7

In the previous survey (October 2020), 10% of students said they would not report a racist incident if they witnessed it. Now it stands at 1.4%.

Ethnic Group identified	Yes / %	No / %	Unsure / %
Asian	86	1	13
Black / other	69	26	5
Other ethnic group	79	8	13
Other mixed background	80	1	19
White	94	1	5

Black students are least likely to report a racists incident if they experienced or saw it.

- Students can confidently identify actions taken:
- **Question 20: Tick any of the actions taken to become an anti racist school that you are aware of.**

	Year 7	Year 8	Year 9	Year 10	Year 11
New, more inclusive, uniform policy from September 2021	108	81	132	129	30
Staff using a range of individuals from different ethnic backgrounds during classroom discussions and lesson plans.	101	102	89	76	4
New student consultation group who inform Senior Leaders about students' experiences and views	58	38	34	46	6
Improved Black History Month events and learning	139	132	128	114	37
New and revised PSHEC lessons on racism, identity & discrimination	134	131	130	118	24
Student led assemblies on racism and micro-aggression	115	113	96	131	23
Support for students who wish to report historic racism	101	103	89	75	2
New procedures for reporting a racist incident	84	99	106	78	3
New anti-racism policy	118	114	115	94	8
New whole school Racial Justice strategy	76	73	85	64	2

- Majority of students from every ethnic group can state that UHS is an anti racist environment.

- **Question 22: Are you confident that anti-racism will improve as a result of these initiatives?**

	Year 7 / %	Year 8 / %	Year 9 / %	Year 10 / %	Year 11 / %
Yes	68	76	58	56	62
No	1	4	5	3	4
Not sure	31	20	37	41	34

- Overall, 3% of students do not think that these initiatives will improve anti-racism in the school.

Ethnic Group identified	Yes / %	No / %	Not Sure / %
Asian	61	7	32
Black / other	47	13	40
Other ethnic group	67		33
Other mixed background	50	4	46
White	70	1	29

Still a lot of uncertainty at this stage in all ethnic groups.

Ideal Outcomes:

- For every student to be able to express that UHS is an antiracist environment.
- For more students to move from neutral to agree / strongly agree and see the fruits of the labour of the RJ strategy in all ethnic groups & year groups.
- Have a greater student involvement in the students consultative group. To expand to a larger group per year group.
- Have a greater ethnically diverse representation across the consultative group. Ideally for students to see their input as valuable and volunteer / accept invitation from HOY.
- For every student to be able to articulate the reporting procedure for a racist incident.
- Build the trust of students in staff and the system to deal with and support students with racial trauma.

What next?

- AHT to relaunch a campaign via assemblies and registrations, posters and visits to classes to ensure all students know who to report a racist incident to and how it is dealt with.
- Summer B – expand consultative groups to per year group in preparation for September . Invite HOY to group meeting to see and hear the views of their year group.
- Continue to build trust with students to identify those in need of Racial Trauma safe space.
- Involve students willing to share their lived experiences in delivering assemblies and workshops to staff to support them in delivering racial justice related lessons.
- TRUST TRUST TRUST