



»»» **NEWS** «««

May 2024

SHEFFIELD ANTI-RACIST EDUCATION



Report on our event:

**'Being a powerful
& effective
anti-racist parent,
grandparent
or carer' held on
Friday 8 March**

**Many thanks to all
those who presented,
participated and to our
supporters from Family
Voice; SADACCA;
Mums United; Sheffield
Young Carers and
Sheffield SUTR**

sheffieldshare.org

WHERE NEXT?

Introduced by Rob Cotterell, Chair of the Sheffield & District African Caribbean Community Association SADACCA

WHY BE AN ANTI-RACIST PARENT?

Introduced by Sahail Chohan from SHARE

DISCUSSING RACISM AND ANTI-RACISM WITH YOUR CHILDREN

Introduced by Helen Bolt from Sheffield Young Carers

RAISING RACISM AND ANTI-RACISM IN SCHOOLS

Introduced by Kate West from Family Voice & Paul Scarrott from SHARE



The event brought together twenty parents, grandparents and carers committed to anti-racism in our schools and decolonisation of the curriculum.

The discussions were lively, compassionate, with lots of valuable insights and proposals.

The presentations provoked lots of ideas for sharing.

The event ended with a wonderful meal provided by Rob Cotterell from Trelawny Hotpots.

We would also like to thank Eccleshall Road Coop for their donation of refreshments.



Points raised

KEY GOALS ARISING FROM THE DAY

- Challenge institutional racism
- Give priority to anti-racism
- Decolonise the curriculum
- Increase transparency in education
- Broaden SHARE's support base
- Grow parent and carer power
- Make new connections
- Create a focus on exclusions and related issues
- Create a SMART action plan to reform the system



Points raised

SHARE ACTIONS

- **Create an online point of contact and information via the Sheffield Anti-Racist Education website**
- **Sharpen our anti-racist analysis, concepts, language**
- **Translate & make accessible punchy messages**
- **Organise jargon busting events with teachers plus any education trade union**
- **Help parents with their fears**
- **Follow up Sheffield REC report in education**
- **Identify and share good examples in school eg King Edward VII School History Dept**
- **Share decolonising the curriculum activities**
- **Meet with the councillors and other organisations**
- **Store and display anti racist vocabulary in a common, easily accessible store Eg WhatsApp poster summary of what group wants to say**

THE BIG PICTURE

- **Build a fair, unified equitable society, celebrating differences, showing kindness and feeling safe**
- **Influence the present and change the future**
- **Recognise the importance of equity**
- **Understand better the world, history and current affairs**
- **Balance out the story**
- **Allow children to experience and understand the diversity of society**
- **Work towards peace**
- **To enable exposure to other faiths and cultures**



Discussion points

PERSONAL LEARNING, UNDERSTANDING AND ACTION

To,

- understand what racism is and isn't
- be active, not passive
- understand how racism affects opportunities, social mobility, health inequalities
- understand how to engage people who 'don't see colour'
- know what allyship is
- keep up to date with appropriate language
- be a role model and a voice
- be brave enough to ask difficult questions
- learn from our mistakes
- ask the right questions
- celebrate the "good"
- teach our children the right values
- feel a sense of belonging
- raise confident children
- give our children the confidence to speak out and challenge racism wherever they see it

Points raised

WORKING COLLABORATIVELY

To,

- help you as an adult and as a parent or carer of children to practice not being a bystander
- share the load of the work
- know what allyship is
- stop the traumatising and re traumatising cycle
- teach all our children to love themselves, know their history and get rid of idea of white supremacy
- be a role-model and a voice
- understand each other
- gain a sense of belonging

TEACHING OTHERS

To,

- know what allyship is
- being a role-model and a voice
- celebrating the “good”
- teaching your children the right values

Points raised

SCHOOLS

To,

- work out how to be effective when challenging schools
- recognise racism in schools
- teach all our children to love themselves, know their history and get rid of idea of white supremacy
- reflect on what is going on outside schools in social and news media
- teach or encourage the teaching of anti-racism, including predominantly 'white' areas
- find and promote historical role models of diverse heritage
- compensate for the lack of teaching about colonialism in schools
- understand how racism affects opportunities, social mobility, health inequalities
- understand each other
- give awareness and confidence to children to challenge racist views
- engender a sense of belonging

Points raised

OVERVIEW

- Use age-appropriate terms and language
- Attend to trauma - new and relived
- Try to protect and retain innocence
- Be yourself - retain your character and values
- Note and deflect/resist peer pressure

THE OLDER CHILD

- Visit school armed with policy, evidence and suggested solutions
- Challenge narrative in a positive and constructive way
- Refer to the importance of heritage, history and solidarity in conversations
- Seek peer support
- Request support for the child in school

THE YOUNGER CHILD

- Try to build the child's confidence
- Teach children to read media coverage critically
- Always protect the child
- Avoid bursting their bubble
- Respond to witnessing family or friends being racist

Points raised

IDEAS FOR PROGRESS

- Share age-appropriate library books. Make suggestions about titles and authors at school
- If you notice the lack of diversity in children's books, pitch in and complain to publishers/authors/libraries/schools

CONCERNS

- Fear of saying the wrong thing
- Generational vocabulary
- Don't be harsh on yourself – if you feel you lack knowledge
- We don't want to scare our children or make them fear racism
- We don't know what our children are hearing in school, in the community, with friends - that lack of knowledge is really important
- We don't know about our children's interactions with other children eg Parties/ sleepovers - food - legitimate/normal.
- Trusting relationships and open communication with children are important
- Books - films - social media - YouTube - ask who is making the videos?

Points raised

NAVIGATING SCHOOL POLICY AND STRUCTURES

- When we feel we lack knowledge, we need to ask the school
- Consult with trusted friends/neighbours/community members/religious leaders to test out the honesty of feedback
- Request anonymous feedback from parents and carers to school surveys
- When school does not recognise racism as an issue for them, open conversation with school, request antiracism is included in teacher training and Continuous Professional Development
- After OFSTED, schools may fear doing anything different or introducing something which was not previously included in a curriculum. ie school may fear change.
- Work collectively in parents' and other groups
- School may not prioritise clarity in language in communications with parents and carers.
Suggest/request that the school invests in the translation of policies and school communications, as well as skilled & expert translators.
- Advise schools to avoid jargon

Points raised

MAKING ALLIANCES

- Lack of opportunities for parents to meet other parents, carers, or school staff, leading to parents and carers feeling isolated. Seek outreach work with community groups and organise joint community events.
- Seek accessibility to and suggest council/schools/community groups invest in childcare services and safe spaces for children to play and parents and carers to meet and talk
- NB Black Parents Action in Education (Sheffield)

Points raised

KNOWLEDGE AND INFORMATION

- School policies are hard to understand. Suggest schools make them shorter and more accessible
- Increase Heritage and History into the school curriculum
- Recognise and point out Eurocentrism in the curriculum, eg negative examples of other peoples. Suggest diverse, trustworthy sources, voices and experiences
- Recognise the limitations of Ofsted (does not refer to racism/antiracism). Challenge and innovate

PERSONAL

- Worries about 'getting it right'. Listen and learn from others - ask questions. Don't be afraid to acknowledge gaps and misconceptions, but try to fill and correct them.
- Develop confidence. Support like-minded people
- Make sure diverse voices and experiences are shared and heard

Contact: sheffieldshare.org