

Policy and Plan for Anti-Racism Prevention of Racism and Dealing with Racist Incidents

2022 – 2023

Racism Stops With Me



“Anti racism is the commitment to fight racism wherever you find it, including in yourself.

And that is the only way forward.”

Ijeoma Oluo.

‘Race and racism are 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 colour to deal with it. It is 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

“We are striving to forge a union with purpose,
To compose a country committed to all cultures,
colours, characters and conditions of man.
And so we lift our gazes not
to what stands between us
but what stands before us
We close the divide because
We know, to put our future first,
We must first put our differences aside.
We lay down our arms
So we can reach out our arms
to one another.
We seek harm to none
And harmony for all.

Amanda Gorman, extract from “The Hill We Climb”.

“Being anti-racist is not something you are,
It is something you do. “




Ibram X Kendi

“Be the change you want to
see in the world.”

Mahatma Gandhi

Woodland Nurture's Anti-Racism Pledge:

“Racism Stops With Me”

-  It is everybody's responsibility to be educated about racism.
-  It is everybody's responsibility to stand up against racism.
-  It is everybody's responsibility to have zero tolerance of racism in any form.

Terminology:

Words, their meanings and their popularity constantly change. In researching and writing this policy I have been ever mindful that it is important to try to get the wording right. I am aware that different people prefer different terminology. On the whole, people would rather be identified by their specific ethnic identity, but it is sometimes necessary to use a collective term.

This article was very useful in my research,

<https://civilservice.blog.gov.uk/2019/07/08/please-dont-call-me-bame-or-bme/#:~:text='BAME'%20stands%20for%20'Black,referring%20to%20ethnic%20minority%20groups.>

So based on the conclusion of the article, I have chosen the term “ethnic minority” to use throughout this policy.

This is of course subject to change as this a working document and it is, as ever, my deepest desire to never cause offence.

Context of Our Setting:

We have 5 staff on role, currently all white British cis-gender women.

We have people from ethnic minorities in attendance at most our sessions.

We provide a variety of different services to the public (Home Education; Stay and Play; Holiday Clubs; Family fun Days; Training Days and Birthday Parties.)

Thus we have the potential to reach and influence a wide range of people.

Our participants are not with us for a very long duration; this sets us apart from a school where the same children attend daily over a prolonged period. The majority of participants are with us for only a few hours a week, some of them for only a one off session. However, we recognise that that does not diminish our responsibility to be anti-racist advocates.

Rationale:

Woodland Nurture stands in solidarity with anyone facing oppression.

We denounce racism in all its forms and support the right of every person and child to explore nature freely and learn actively in the outdoors without fear of profiling, harassment, or violence. []

Ethnic minority teachers and staff face a range of discriminations, including in recruitment, career and pay progression rates and also in relation to issues such as appraisal and job evaluations.

Racism is evident in wider society and therefore inevitably will occasionally occur within our setting. Racist incidents can occur in any setting, including this one.

Until ethnic minorities feel safe in our communities, there cannot be equitable access to the benefits of nature, or nature-based education like forest schools.

As educators we have a responsibility to teach our children to be compassionate and dutiful citizens.

As an organization we value transparency and want to set an example for everyone in our community.

"At the time of the last census in 2011, 13% of the UK population, around 8.1 million people, identified themselves as black, Asian or minority ethnic (BAME). Yet a 2017 study by Natural England found that just 26.2% of black people spent time in the countryside, compared with 44.2% of white people."
<https://www.theguardian.com/travel/2020/dec/02/the-bame-women-making-the-british-outdoors-more-inclusive>

As passionate environmentalists we believe that the health of our planet depends on every person being able to contribute to saving it, not just a select few.

Aims

- By having a standalone Anti-Racism Policy and Plan, we give a clear message to everyone in our community that racism will not be tolerated in any form.
- All members of our community (staff, pupils, parents and visitors) have a right not to experience racism in the setting, whether or not this is directed at them.
- Woodland Nurture values all participants and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of being a member of our and any community.
- At Woodland Nurture we work actively to develop a climate which is not only intolerant to racism but is actively anti-racist, to ensure an atmosphere in which all participants feel valued and listened to and have confidence that their concerns will be addressed.
- Participants are taught about racism, that it is unacceptable and that it diminishes us all. They are also taught about anti-racism and the importance of being an ally.
- As a setting we aim to recognise and value diversity by ensuring that all participants have an equal and strong sense of belonging within the community.
- We acknowledge that although our participants are only with us for a short length of time each week/fortnight, while they are with us we have a responsibility to be good role models and strong advocates for anti-racism.
- All staff have had PREVENT/Anti-radicalisation training and are therefore able to notice signs of radicalisation/someone at risk of radicalisation and know what to do if they have concerns (Notice, Check and Share).
- This policy is fully consistent with and should be considered alongside Woodland Nurture's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

Respect for difference isn't enough. Currently, society is based on hierarchies about race. Respect is an important value to promote, but anti-racism requires exploration of the history and patterns of power imbalances and discrimination, in age appropriate ways, if we are to change things for the next generation.

Definitions:

What does 'race' mean?

Race is a socially constructed concept- it is what is sometimes called 'a social construct'. We all have an ethnicity but there is no biological merit or accuracy in the concept of 'race'. Some anti-racist organisations place race in inverted commas ('race') to remind us that 'race' has been created and used differently across history.

We are all influenced more than we realise by racial discourses which link supposedly biological characteristics to racial groups and such characteristics are sometimes misunderstood to be genetically inherent.

Throughout history, 'race' has been used to categorise different groups of people based on perceived physical differences- and has been the basis of supposedly biological categorisations behind genocides.

What is 'ethnicity'?

Race and ethnicity are often used interchangeably.

An ethnic group generally refers to a community which has a long, shared history of which the group is conscious of as distinguishing it from other groups and the memory of which keeps it alive; a cultural tradition of its own including family and social manners; sometimes associated with religious observance; a common, however distant, geographical origin and a common language and literature.

We all have an ethnicity. 'White British' is used to denote an ethnic group, although this obscures regional differences in terms of how people feel and identify and ignores the existence of social class.

There are many different white minority ethnic groups and their experiences of access to education are different - for example, some Jewish, Irish and European people who may face many barriers, discrimination and forms of stigma. Additionally, racism may affect some Gypsy, Roma or Traveller people who may not identify as white.

What is Racism?

Ibram X Kendi defines racism as "a powerful collection of racist policies that leads to racial inequality and is sustained by racist ideas."

What is Anti-Racism?

Anti-racism is more than just being "not-racist". It means you oppose racism through your beliefs and your actions.

Ibram X Kendi defines anti-racism as " a powerful collection of anti-racist policies that leads to racial equality and is sustained by antiracist ideas."

What is the definition of a Racist?

One who supports a racist policy through their actions or inactions or expresses a racist idea.

What is the definition of an anti-racist?

One who supports an antiracist policy through their actions or expresses an antiracist idea.

What is institutional/systemic racism?

This defines the racism that is built into the structure of society and different institutions.

The definition of institutional racism is "The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people"

What is Unconscious Bias?

Unconscious bias refers to when you think positively or negatively about different things without even realising you are doing it. We all have unconscious bias. Unconscious bias can be born from systemic and institutional racism. We have a duty to keep on top of our own unconscious biases and challenge them.

What is meant by White Privilege?

White privilege is a concept that highlights the unfair societal advantages that white people have over non-white people.

It is something that is pervasive throughout society and exists in all of the major systems and institutions that operate in society, as well as on an interpersonal level.

White privilege is an advantage that protects white people against any form of discrimination related to their ethnicity and race.

White privilege, however, does not imply that white people have not or cannot experience challenges in life; it means that any challenges that a white person has faced or may face is not related to the colour of their skin.

What is racial Harassment?

The definition of racial harassment is, "Where a person treats another person less favourably on racial grounds than he treats, or would treat, someone else."

['Racial grounds' means any of the following grounds: colour, race, nationality (including citizenship) or ethnic or national origin".]

What is an ally?

By being actively anti-racist, we are standing as allies with people from ethnic minorities.

What is Positive Action?

Positive Action is where an organisation provides support or encouragement to a particular group.

Examples of Positive Action are: encouraging applications from under-represented groups – through targeted advertising; offering pre-application training to particular groups. The Equality Act 2010 allows employers, on a case by case basis, to recruit or promote employees because of their protected characteristics if they are as qualified as other candidates.



Our Roadmap to Anti-Racism.

	Rationale – where we are at now.	Aims – by September 2023
Policies	Runnymede 2020 calls for clearer anti-racism policies. Until now this was embedded within our inclusion policy.	Our policy is a over year old now and we are meeting it well. All parents, staff and volunteers will continue to be shown the policy. The policy is on our website to make it clear to all that we are anti-racist allies. Other policies will be scrutinised as they come up for annual review to make sure they do not contain any systemic racism or unconscious bias.
Staff	We are a very forward thinking and compassionate staff who take the matter of racism very seriously. We have started our anti-racism journey but are still aware that there is more we can do to improve our racial literacy and promote anti-racism.	A whole staff commitment to anti-racist values and a community approach to race equality Anti-racism is seen as a job for all staff and volunteers. All staff are racially literate and hold a commitment to anti-racism. All staff have the language, skills and confidence to be racially literate in their delivery of sessions. This will be achieved by lots of reading and podcasts about anti-racism. The Institute of Outdoor Learning are focusing on Inclusion this year and we will access their information.
Recruitment	We are a staff of 5 White British cis-gender females. We have a commitment to creating a workforce that is more reflective of our community. We recognise that there is a small proportion of ethnic minority people within the sector or Forest School and Outdoor Learning so that limits our recruitment possibilities, particularly when we are often seeking someone with a very specific skillset.	When recruiting we ensure that we state that we are inclusive and actively seek out ethnic minorities. Should there be any applicants who are ethnic minority we will automatically interview them. If they are as qualified as other candidates we will apply Positive Action .
Session content	We already celebrate a wide range of cultures, festivals etc throughout the year, as they occur in the calendar. Our very Ethos of Care for Yourself. Care for Others, Care for the Environment is centred around belonging. If there are any incidents of racism we discuss with the relevant participants; follow our procedures and ensure we tackle the subjects raised either in that session or subsequent sessions.	We will embed an anti-racist perspective across our sessions. When teaching about history, we will challenge our unconscious bias and white superiority, giving a broad and balanced overview of historical facts. We will explore ways to teach about white privilege in an age appropriate way. https://www.bbc.co.uk/newsround/52937905 this link is helpful. We will seek out information, books and training to help us explore ways to deliver the anti-racist message to our wide aged range groups. We will hold multi-cultural days where all the children bring aspects of their own culture to the sessions. We will “twin our toilet” with a toilet in Myanmar, and encourage research about how children in Myanmar and other countries live.
Resources	We acknowledge that most of our literature and resources are representative of white people. We do have some books and dolls etc which are representative of ethnic minorities, but not enough. We have increased our resources to	Whenever we are researching resources we consider a balance and try to buy from different cultures to be representative. Find books with heroes/heroines from other cultures. Role play and drama from differing cultures.

	<p>include books such as Ibram X Kendris “Anti-Racist Baby” and ensure they are present and accessible in the sessions and bought more dolls/figures/books/musical instruments/fabrics that reflect different cultures; poster paint with differing skin tones.</p> <p>We have got rid of any books that are racist and offensive – checked encyclopaedias etc.</p>	
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Preventing and Dealing with Racist Incidents

What is a racist incident?

As defined following the Stephen Lawrence Enquiry,

A racist incident is **"any incident which is perceived to be racist by the victim or any other person"**.

The Home Office Code of Practice explains that, "The purpose of the definition ... is to ensure that **investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis"**.

In recording incidents under this definition, it is not the intention to label individuals as racist.

By recording all incidents Woodland Nurture is able to:

- demonstrate that they have dealt satisfactorily with incidents
- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the setting from society in general
- provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such.

This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above, Woodland Nurture will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both will still be recorded.

Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism.

Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used.

Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition, racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents may involve allegations that Woodland Nurture itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include but are not limited to:

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

Roles and responsibilities

1. As Owner of Woodland Nurture, Claire is the member of staff responsible for investigating incidents where this is required, for overseeing the application of the policy across the setting, for monitoring the effectiveness of the policy and for liaising with parents.
2. All staff are responsible for being involved in dealing with racist incidents, recording incidents, helping to find resolutions and maintaining good race relations.
3. All staff wherever necessary will
 - immediately address any participant's negative, stereotyped or racist response to difference related to culture, colour or ethnicity
 - provide support to any participant who has experienced offence from another person
 - refer language or behaviour that has been hurtful, to Claire, for further investigation and resolution
 - provide educational responses to ensure that participants develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society
4. All staff will be vigilant at all times and open to participants' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed participants will be supported and all incidents reported to Claire.
5. All staff will be good role models at all times.
6. As a staff we review sessions frequently and perform a plan, observe, review cycle to aid us in supporting the development of all participants.

Expectations of participants

All participants, as appropriate to their age and understanding, have a responsibility for promoting a harmonious community and challenging and/or reporting racist and other hurtful behaviours.

(It is understood however that it may be difficult for participants who are the targets of racism to report it.)

Expectations of parents

We always take parents' concerns seriously and will respond to any incidents that are drawn to our attention as soon as possible and certainly within 7 working days.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in our setting.

When problems arise in the setting we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to our race equality policies.

Responding to incidents

1. In responding to incidents that may occur Woodland Nurture will aim
 - to provide appropriate support to pupils
 - to deal with any unacceptable behaviour,
 - to prevent racism and discrimination and
 - to re-establish good race relations across the setting.
2. Support will be given to anyone who has experienced offence. Their concerns will be listened to.
3. An investigation will look into the details of what has occurred.
4. The cause of offence will be clearly identified and an educational response provided where appropriate.
5. Where offence was intentional, participants will be subject to disciplinary procedures. This will involve a conversation with parents and a verbal warning. If there is a repeated incident that is also proved to be intentional, the participant will be excluded from the setting for the remainder of that term and careful consideration will be made before allowing them to return.
6. Where offence was unintentional, participants will be guided so that they understand how offence was caused and be supported to make any changes necessary in their behaviour. A useful way to do this is to discuss the Intention and the Impact. We will guide the participants to apologise to the person who experienced racism by using the phrasing, "I can see the impact. I apologise, that wasn't my intention. Now that I know I will not do it again."
7. Where the participant has neurological difficulties this will not be used as an excuse for the offense but reasonable adjustments will be made to ensure that the participant is given a fair chance to understand and learn. This might include them needing additional time and support to understand the importance of an issue.
8. A high priority will be placed by the setting on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.
9. Pupils who have experienced racism and their parents will be kept informed throughout the investigation and resolution of the incident.

Recording and Reporting Incidents

1. All incidents will be recorded in our log book, including the date and the names of the perpetrators and victims, the nature of the incident, and action taken in response.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser will be sought :
 - physical violence or serious damage to property
 - repeated or orchestrated harassment, including text messaging and cyber bullying
 - links with extremist groups, including distributing of racist literature

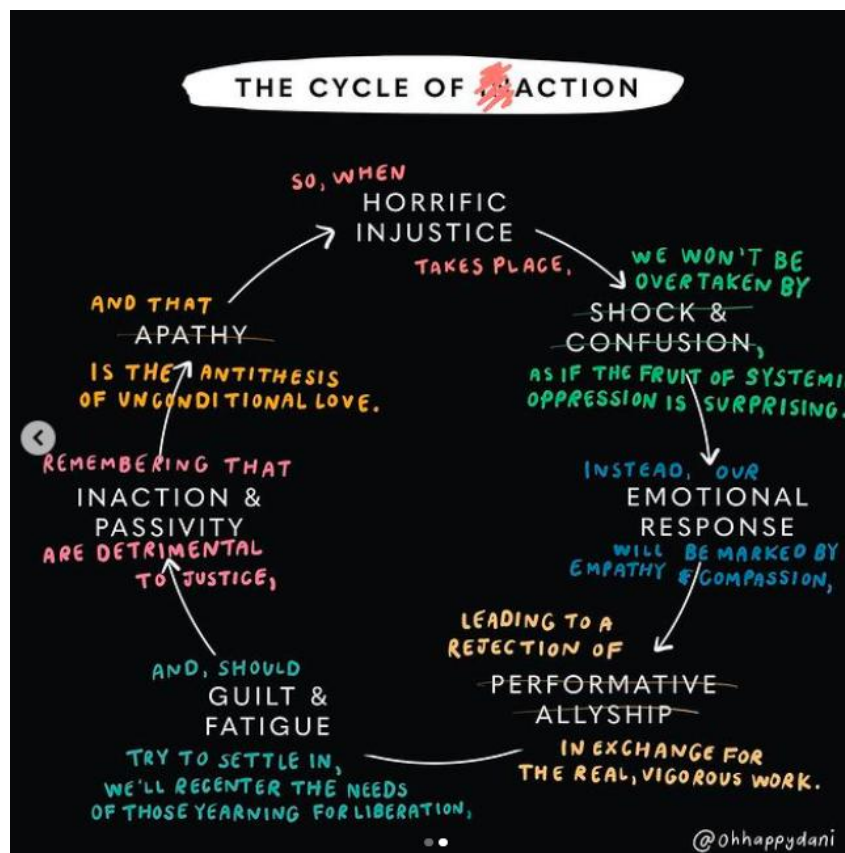
- racist graffiti
- absence related to a racist incident
- exclusion related to a racist incident

Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy staff will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- the continued good progress and high self esteem of those who have been offended
- the continued good progress and high self esteem of those who have caused offence
- whether the action taken successfully prevented repeat incidents
- the willingness of participants (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following the policy
- whether good race relations are being maintained in the community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary.

Where review indicates that change is needed, policy and practice will be amended as part of the action plan.



References, further reading...

These are some of the books, podcasts and articles I have read or watched throughout the research for this policy.

How to be an anti-racist. Ibram X Kendri

Four Hundred Souls Ibram X Kendri and Keisha N. Blain

White Fragility Robin Diangelo

Why I am no longer talking to White people about race Reni Eddo-Lodge

<https://www.aboutracepodcast.com/> with Reni Eddo Lodge

<https://www.outdoor-learning.org/Good-Practice/Good-Practice/Equality-Diversity-and-Inclusion>

<https://www.runnymedetrust.org/>

<https://stephenlawrenceday.org/>

Equality Act 2010

<https://www.forbes.com/sites/peterslatin/2019/08/13/the-trouble-with-inclusion/>

NCFE Level 2 Certificate in Equality and Diversity

<https://www.bbc.co.uk/newsround/52937905>

<https://civilservice.blog.gov.uk/2019/07/08/please-dont-call-me-bame-or-bme/#:~:text='BAME'%20stands%20for%20'Black,referring%20to%20ethnic%20minority%20groups.>

<https://www.theguardian.com/travel/2020/dec/02/the-bame-women-making-the-british-outdoors-more-inclusive>