



LETTA Trust

Anti-Racist Statement

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1. Acknowledgements

This statement was created by an anti-racism working group of staff with a diverse range of roles from across the LETTA Trust schools. We took inspiration from many places, and would in particular like to acknowledge the work of [Hanover School in Islington](#) and the anti-racist CPD from [Global Learning London](#). Many of the ideas in this statement come from these two sources.

Glossary of useful terms:

Discrimination: When people are treated differently and unfairly because of who they are

Bias: When we are giving opinions unfairly and showing prejudice for or against someone or a group of people

Racism: When people are treated unfairly because of the colour of their skin

Colourism: People are treated unfairly and differently due to the shade of their skin

Unconscious bias: Social stereotypes about certain groups of people that we form outside our own conscious awareness

Systemic or institutional racism: A form of racism that is embedded as normal practice within society or an organisation. It can lead to discrimination in criminal justice, employment, housing, health care, political power and education

Tokenism: The practice of making only a symbolic effort to do a particular thing, such as recruiting a small number of people from an under-represented group in order to give the appearance of gender or racial equality within a workforce

Intersectionality: The interconnected nature of social categorisations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage

2. Background and rationale

The murder of George Floyd in May 2020, and the demonstrations and discussions that happened across the world as a result, have brought to the fore the longstanding and deep-rooted issue of racism. Many of our staff, pupils and their families followed these events closely and were deeply affected by them. We have spent time considering the wider issues that they have raised for all of us.

At the LETTA Trust, we decided to reflect on these issues and agree how we can take practical actions as a community that will make a real difference. During this time we also saw first hand how structural racism and social and economic inequality had an impact on people's experience of the Covid-19 pandemic. This experience has made us even more determined to make our contribution to a society that is actively anti-racist.

We are proud of the Trust's approach to inclusion and diversity, and history of tackling racist issues. However, recent events have made us realise that our current approach is not sufficient to address the challenges of racism and become a genuinely anti-racist Trust. Tolerance has never been enough and never will be. We will take responsibility if our approaches are not adequate to meet these challenges, and where there is a gap between what we do and what is needed. In addition to the actions in this statement, we commit to including anti-racism in our improvement planning processes.

We are enthusiastic about the opportunities that this focus on anti-racism offers. The opportunity to teach our pupils new knowledge, skills and attitudes that can develop them as human beings; to tackle topical issues with bravery and honesty; to demonstrate how schools in our Trust can come together to create new solutions to pressing problems; and above all, to demonstrate the LETTA values, and our overarching philosophy of Ubuntu.

3. Vision, aims and principles

Our **vision** is that our pupils and or members of our community will only judge others, and allow themselves to be judged, on their hard work, achievement and character, both now and in the future.

To contribute to this vision, our **aims** are that:

1. **Our pupils and staff** will develop the knowledge, skills, confidence and motivation to recognise and tackle racism actively, wherever they encounter it
2. **Our schools** will have the best possible systems, processes and cultures to prioritise, review and improve our anti racist approaches

3. **Our Trust** will have a reputation for the quality of its anti-racist approach, and will both influence and learn from other schools
4. **Other members of our school community** such as parents and community leaders will be motivated and inspired to stand and act with us

The following **principles** will guide our approach:

- Tolerance is no longer enough, we need to become actively anti-racist, rather than non-racist
- Our anti-racism will show our LETTA Values in action; Aspiration, Innovation, Equality, Generosity
- There is no 'other'; we all have differences that need recognition and celebration
- Uncomfortable conversations, conducted with good faith and without blame, will help to create change
- We will constantly be aware of and act against the risks of tokenism

Finally, the following **recognitions** will inform our actions:

- Members of our community, like any other, will have unique experiences of racism
- Everyone, regardless of their background, has been taught misinformation about their own and other groups and have experienced and practiced unconscious biases
- We are all part of a system that has both created and tolerated racism. We can choose to perpetuate it by doing nothing or counter it by taking action.
- Our staff team, and in particular our teachers and members of our leadership team, is not yet representative of the diversity of our local community, or of London as a whole.
- Our pupils may face particular barriers to speaking out about racism

4. Key priorities and actions for 2021-2024

Objective	<p style="text-align: center;">Actions April 2021- July 2022 (in order of priority)</p> <p>KEY: RED=priority for 2020-21 BLUE= if possible this year, if not next year; BLACK = priority for 2021-22</p>	Possible Actions Sept 2022 - July 2024	Responsible staff
1. To put children at the centre of our anti-racist work through	<p>a. Refine the history curriculum maps and PKS to enable an increased focus on Black history, racism and anti-racism, including locally and in the UK</p> <p>b. Ensure that changes to curriculum through our</p>	Build an anti-racism focus into the 2022-23 EDP priority on	Curriculum Development EDP lead, Heads of curriculum

<p>changes to our curriculum, resources and pedagogy</p>	<p>EDP enable a focus on anti-racist dispositions</p> <p>c. Refine other curriculum areas and PKS (with a focus on foundation subjects inc PHSE), ensuring that our themes are making the most of potential opportunities for anti-racist teaching and learning</p> <p>d. Ensure that any work relating to careers (e.g, through themed weeks) includes a representative use of black and minority ethnic role models in different professions</p> <p>e. Increase the variety and use of representative resources: books in the library, posters in the classroom and corridors, films and other media</p> <p>f. Consider whether our EDP plan for 2021-22 should include a focus on anti-racist pedagogies</p>	<p>literacy</p>	<p>and subject leads</p>
<p>2. To train staff, trustees and governors in 'racial literacy'</p>	<p>a. Bespoke training for those with responsibilities for leading anti-racist work</p> <p>b. Staff training for all, collectively in INSET and/or through role-specific training, in 'racial literacy', including in induction for new staff.</p> <p>c. Training in racial literacy for governors and trustees</p>	<p>Training for staff to establish & revisit procedures in responding to discrimination</p> <p>-Training built into ITT and other TSA programmes</p>	<p>TSA Director and CEO</p>
<p>3. To develop clearer processes to respond to racist incidents</p>	<p>a. Reinforce and remind staff of our existing local authority procedure to log racist incidents so that these are responded to clearly and swiftly.</p> <p>b. Ensure that schools' code of conduct and classroom charters are clearer about a commitment to anti-racism</p> <p>c. Build a consistent response into our restorative practices and safeguarding strategies</p> <p>d. With more serious and/or persistent incidents,</p>	<p>tbc</p>	<p>HTs, Inclusion Leads and class teachers</p>

	develop a response that includes engagement with parents		
4. To increase the diversity of our teachers and leaders	a. Review current HR processes and consider options for changes to inclusion and diversity/HR policies	Act on any agreed changes	HR Manager
5.To improve communication and consultation to ensure all families and members of our community understand, support and influence our approach	a. Enlist particular community members (eg from Mosques) to offer support for our statement b. Communicate the statement and actions in ways that engage parents		Headteachers; director of Operations (as part of marketing)

5. Review and improvement processes

In addition to the responsibilities above:

- **One of the Trustees** will be assigned as an **anti-racism champion** someone who is well-informed about equalities and who can help sustain a strategic focus on anti-racism
- The **CEO** will explore whether to commission an **external partner** (possibly a critical friend from a different school) to review progress and recommend changes to our policies
- We will involve parents in review and improvement processes to our anti-racist work through creating equitable spaces that genuinely seek and value their opinions
- **The anti-racism working group** will meet where needed to inform the development of any of the objectives or of review processes

6. Links with legislation and other school policies

This statement reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#). It is informed by and aligns with our existing [Equality statement and objectives](#).

The statement reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the schools have chosen to follow. It complies with our funding agreements and articles of association. In addition, the policy acknowledges requirements to promote the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). The statement aligns with other policies relating to this legislation, including our [inclusion policy](#).

Appendix One: Members of anti-racism working group

Akosua Acheampong	Assistant Head Teacher
Becky Taylor	Class Teacher
Chanel Ahmed	Family Engagement Officer
Emily Mangiza	Admin Officer
Jennifer Noble	Teacher & Governor
Joseph Hallgarten	Curriculum Development Leader
Jumanah Nasreen	Class Teacher
Kelly Smith	Assistant Head Teacher
Martha Kpaka	Teaching Assistant
Neil Cornforth	Class Teacher
Rebecca Hancox	SENDCo
Sam Betts	Health & Wellbeing Leader