

Theme 3: Power and voice

Work with NEU members in your school/college to establish which are the priorities for your setting.

		On Track	Focus Here	Medium Term
1	What are the priority issues faced by Black staff in your school/college?			
2	Do Black staff feel safe and able to vocalise their experiences and what makes them feel included/excluded within the staff community and whether they feel valued/marginalised?			
3	What are the proactive actions your school/college could take to ask deeper questions about the levels of inclusion and belonging for Black pupils/Black staff members in your workplace?			
4	Do all staff and pupils have equal opportunities to discuss race and ethnicity? Are they actively involved in developing anti-racist mindsets and behaviours?			
5	Are there clear guidelines in place for reporting and dealing with racial discrimination, harassment and racist incidents? Are such guidelines being used?			
6	Is it recognised that individual Black staff members or pupils/parents do not represent and should not be expected to be the voice of all Black people?			
7	How are Black pupils empowered to demonstrate a recognised pride in achievement and self-confidence?			
8	Is Black History Month in October the only part of the year/curriculum where there is a focus on the contributions of Black citizens/communities to British and global history or contemporary society? If so, how can Black perspectives in all subjects be reflected all year round?			

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9	How does the school/college enable staff and pupils to understand and vocalise how to keep themselves safe from everyday risks such as racist, sexist or homophobic abuse, sexual exploitation or grooming? Do staff and pupils feel safe and confident to report bullying and abuse?			
10	Does the school/college's approach to wellbeing and belonging understand the psychological harms caused to Black pupils from racism and the way racism is internalised?			

Decolonising Education

What does 'decolonising education' mean?

Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. The legacy and ongoing impact of the ideas that shaped colonisation and the actions of the British empire contributes to contemporary racial inequalities.

Discussions about decolonising education is one essential step to developing anti-racist educational spaces.

Understanding the context for today's immigration debates is impossible without understanding that large numbers of people who came to the UK didn't actually come as migrants; they came from colonies and former colonies as citizens.

A representative and relevant education system should reflect Black children's histories, achievements, culture and politics. All children deserve to see themselves reflected in their books, schools and communities and to achieve this we must re-think both curriculum and assessment .