**Schools Anti-Racist Audit Tool**

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| **Aspect of Anti-Racist Practice in School** |  |  |  |
| The school vision supports anti-racism |  |  |  |
| Pupils are encouraged to ask questions about difference and there are systems in place for them to be able to do so |  |  |  |
| The curriculum supports the understanding of racism, racist structures and the celebration of black history, including the history of Britain’s involvement in the slave trade and the acknowledgement of Black achievement |  |  |  |
| Resources in school reflect the diversity of British society, including books, webpages and teaching resources (both bought and school-created) |  |  |  |
| The school environment celebrates diversity, to include posters and signage used and in displays |  |  |  |
| Pupils are given the opportunity for encounter with the lived experience of Black lives through visits and visitors |  |  |  |
| White privilege is explained and frequently revisited |  |  |  |
| The creativity within the Black community is celebrated and forms parts of study in areas of the curriculum such as art, music, writing and poetry, as well as achievements in maths and science |  |  |  |
| Bibles and other Christian resources embrace an array of diverse representations of Jesus and Christianity |  |  |  |
| Black heroes of the faith are encountered through Collective Worship and studied as part of RE and the wider curriculum |  |  |  |
| The school’s anti-racism work extends beyond just celebrating Black History Month |  |  |  |
| White supremacy is studied as appropriate and visuals such as the white supremacy pyramid and the Allport Scale of Prejudice in Society are utilised to support pupil understanding |  |  |  |
| A policy and guidance for teachers is in existence with regards to managing difficult conversations in the classroom |  |  |  |
| Justice features in Collective Worship and is studied in areas of the curriculum, with links made to the Bible |  |  |  |
| Support is given to parents on how they might support their children in discussing issues of race and racism |  |  |  |
| **Next Steps:** | | | |