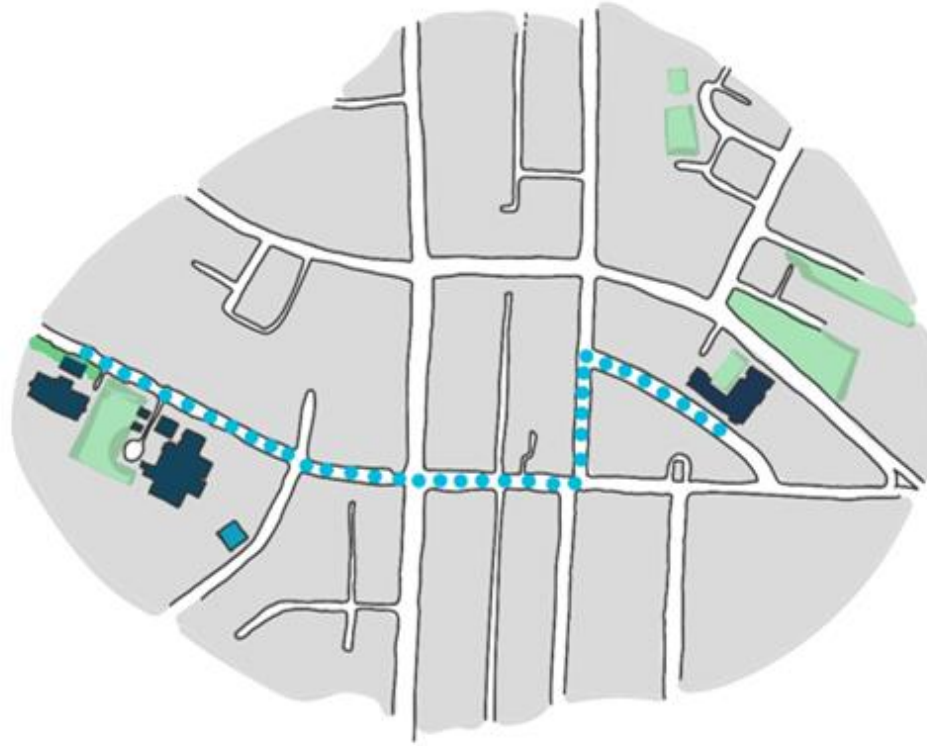


Investing in parents and communities as assets and mobilising change

Helen Bruckdorfer, Executive Headteacher and Rosemary O'Brien, Learning Pathways Lead,
Torriano and Brecknock Schools



RIGOUR
RISK
RECIPROCITY



Confront

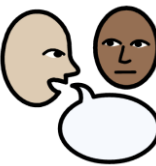
Reimagine

Examine

Create



Camden Education Strategy 2030



Ambitious inclusive schools, rooted in the heart of their community, parents as partners

How will we address inequality and opportunity through our curriculum, partnerships and workforce?



With our community, we still have a long way to climb...



We want all of our children to see themselves in the curriculum, in pathways to higher education and the workplaces of the future.



Total Pupils on Roll:

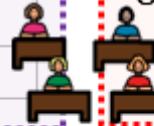
453

44% Female

56% Male



Nursery	39
Reception	60
Year 1	59
Year 2	60
Year 3	59
Year 4	59
Year 5	59
Year 6	58



Nursery Provision

39 children on roll
31 full-time

13 eligible DFE funding
8 eligible for CEO funding



Free School Meal Recipients

37%



58%
ethnic
minority
groups

Significant
groups:
Somalian
Bangladeshi

black
Caribbean/
white and black
Caribbean

8%

Staff 79

Teaching Staff: 25
Support Staff: 54

IORRIANO PRIMARY SCHOOL

Spring 2022 Census

EAL

45%



SEND



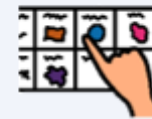
EHCP & LRB

71 children
receiving
SEND support

25 EHCP

9 LRB

Attendance
97% Target



Pupil
Premium
Recipients
39%

Nursery	31%
Reception	30%
Year 1	31%
Year 2	35%
Year 3	39%
Year 4	41%
Year 5	56%
Year 6	50%



RIGHTS
RESPECTING
SCHOOLS

unicef 
UNITED KINGDOM

GOLD – RIGHTS RESPECTING



I ORRIANO
PRIMARY SCHOOL



Brecknock
Primary School
A lighthouse of learning

New Words: anti-racist



Think about the sounds.....

Say it 5 times



How many syllables?



Also sounds like?



Other words it makes you think of-



Think about the meaning.....

What does it mean? Being an anti-racist means you challenge racism when you see it and stand up against it.



Use it in a sentence: We are learning about Harriet Tubman and we are being anti-racist.

Anti-Racist

The policy or practice of opposing racism and promoting racial equality.

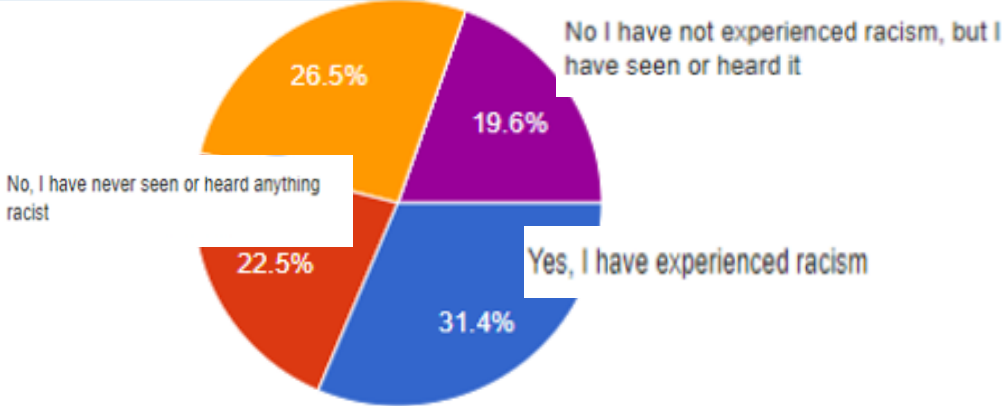
Us?
Community?
Staff?
Language?
Right?

Confront

Have you ever experienced racism? How often do you ask?

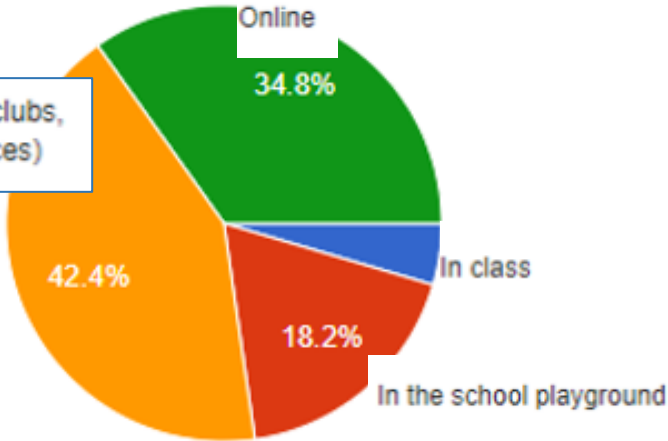


Yes, not to me directly, but I have seen or heard it happen to others

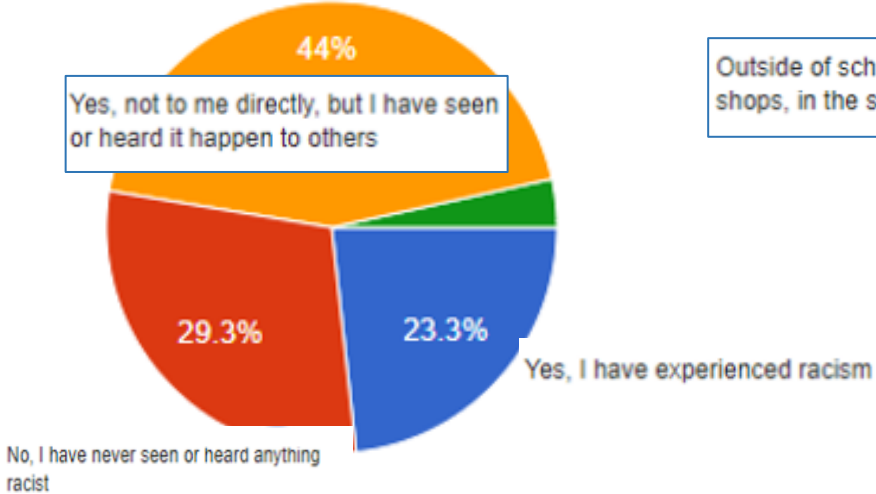


Year 5 and 6

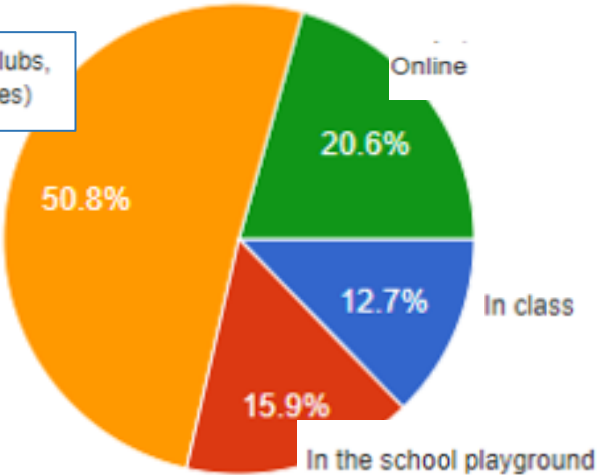
Outside of school (playgrounds, clubs, shops, in the street, in public places)



Yes, not to me directly, but I have seen or heard it happen to others



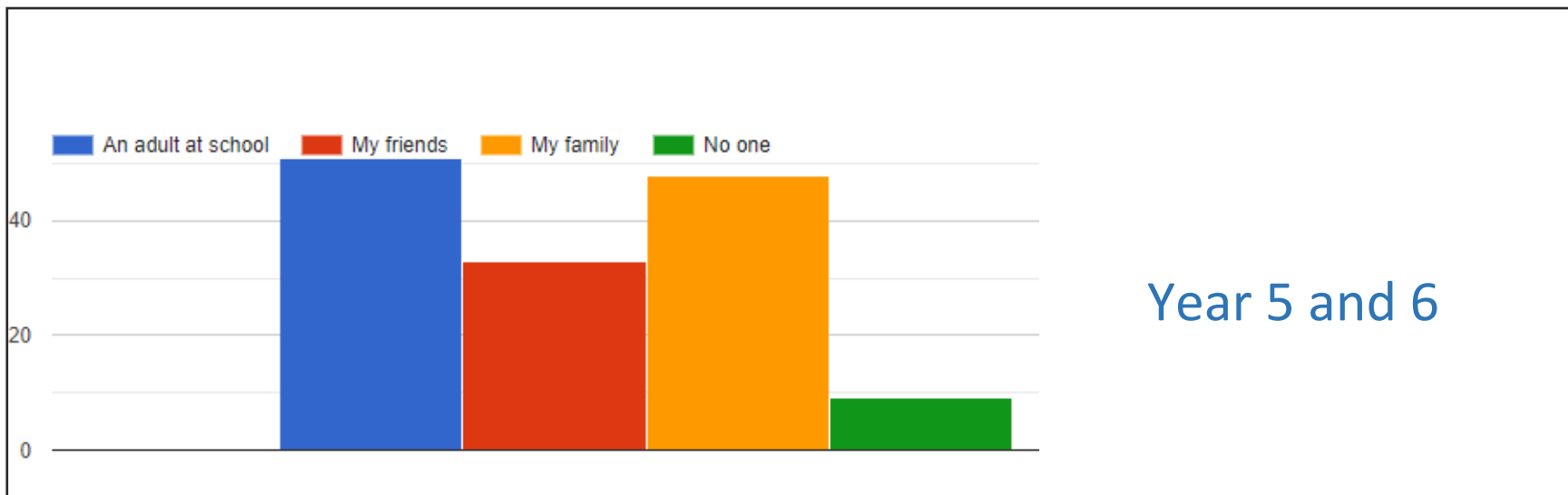
Outside of school (playgrounds, clubs, shops, in the street, in public places)



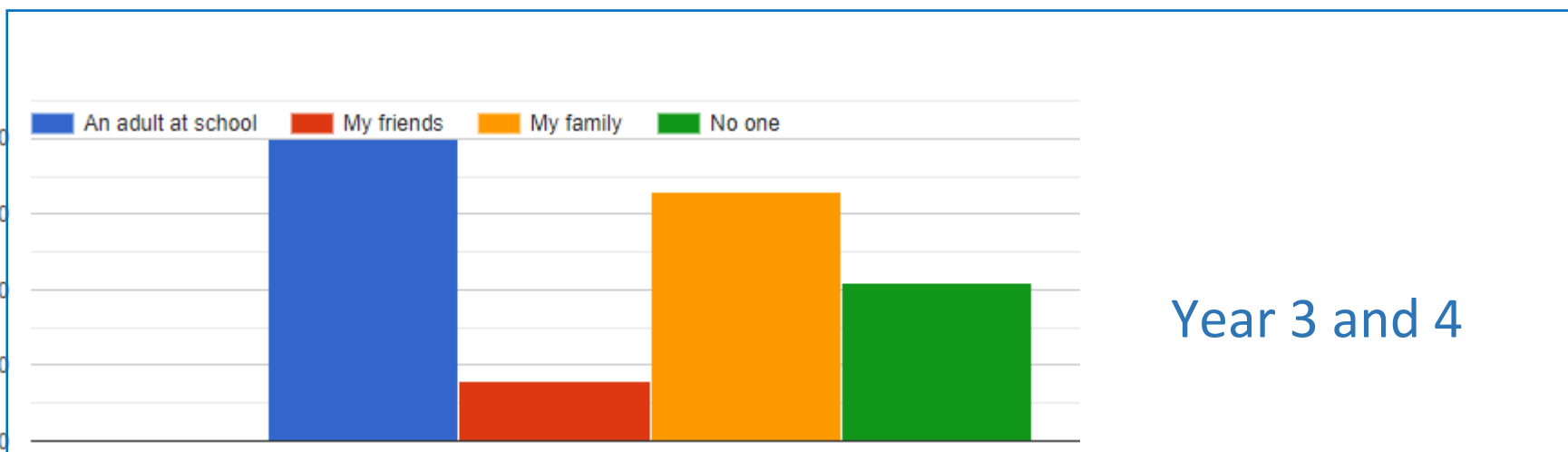
Year 3 and 4

Confront

If you experienced racism at school, who would you tell?



Year 5 and 6



Year 3 and 4





Promoting Gender Equality

- Lifting Limits
- Expert partners
- Audit
- School hub
- Training
- Parent voice and consultation
- Policy and curriculum

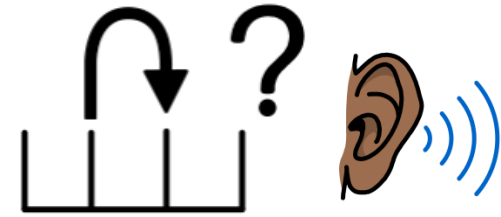
<https://www.theguardian.com/education/2019/nov/12/clean-five-schools-of-sexism-teachers-pupils-gender-equality>

The background of the slide is a photograph of three young children, two girls and one boy, wearing high-visibility safety vests and hard hats, building a wall with large, colorful plastic blocks. The child on the left is a girl with blonde hair, the middle child is a girl with dark hair, and the child on the right is a girl with dark hair wearing an orange hard hat. They are outdoors, with green foliage in the background.

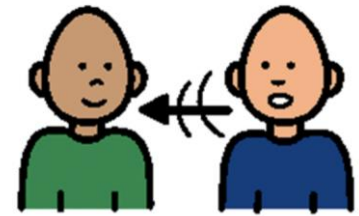
Learning
to live
together



Where did we start?

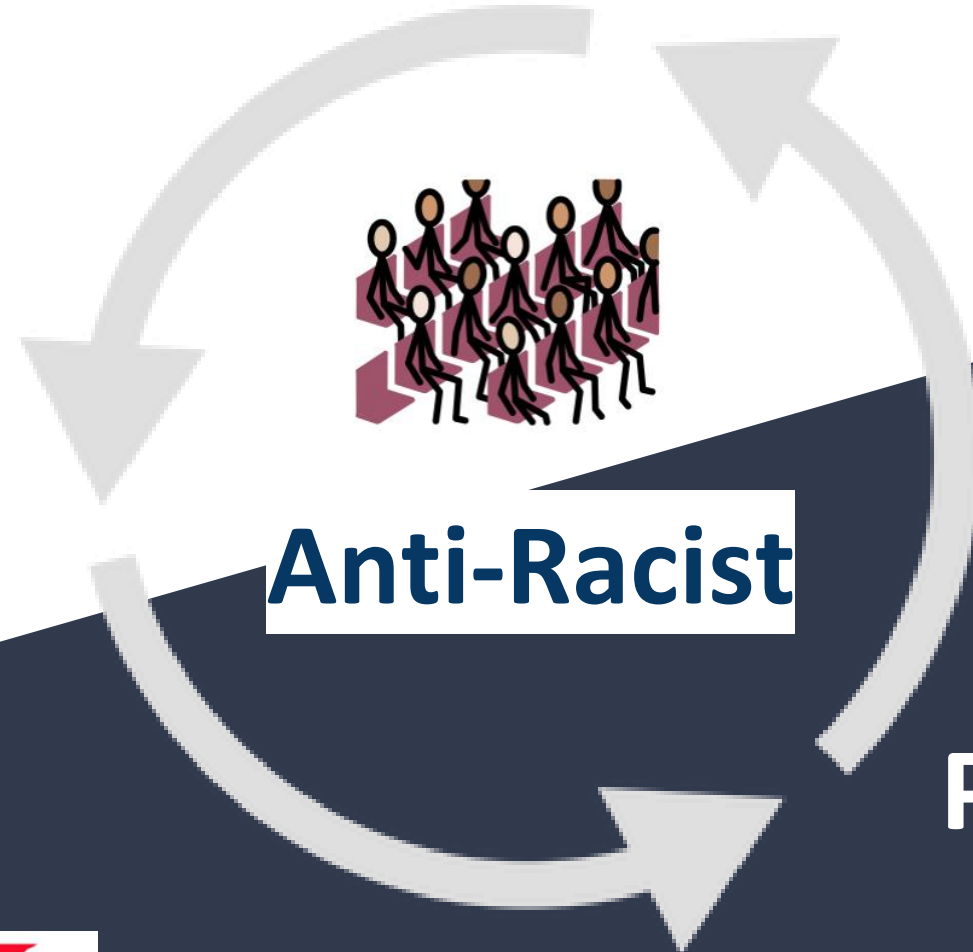


Parents



Staff

In this work you have to meet people where they are at and not where you would like them to be. That's why I always refer to this work as a journey'
Liz Pemberton



Anti-Racist

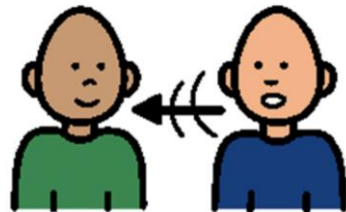


Pupils

Examine

SIP 2020/21: Behaviour and Attitudes

1. To develop explicit teaching and learning of anti-racism through the PSHE curriculum and review representation in the wider curriculum.
2. To implement a highly representative curriculum, celebrating Black British history and all represented groups through high quality texts, resources, lessons and projects.
3. To increase diverse representation on the staff and governing body to enable community voice and engagement in school development.
4. To ensure community voice impacts policy and practice.
5. To be an active member of the Camden Anti-racism hub, completing audits to support progress and school self evaluation 2021.

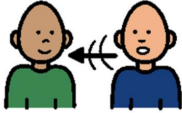


Create



Reimagine

1. All Voices - Were we listening?



Created a parent and staff and governor group.

2. Expert input?

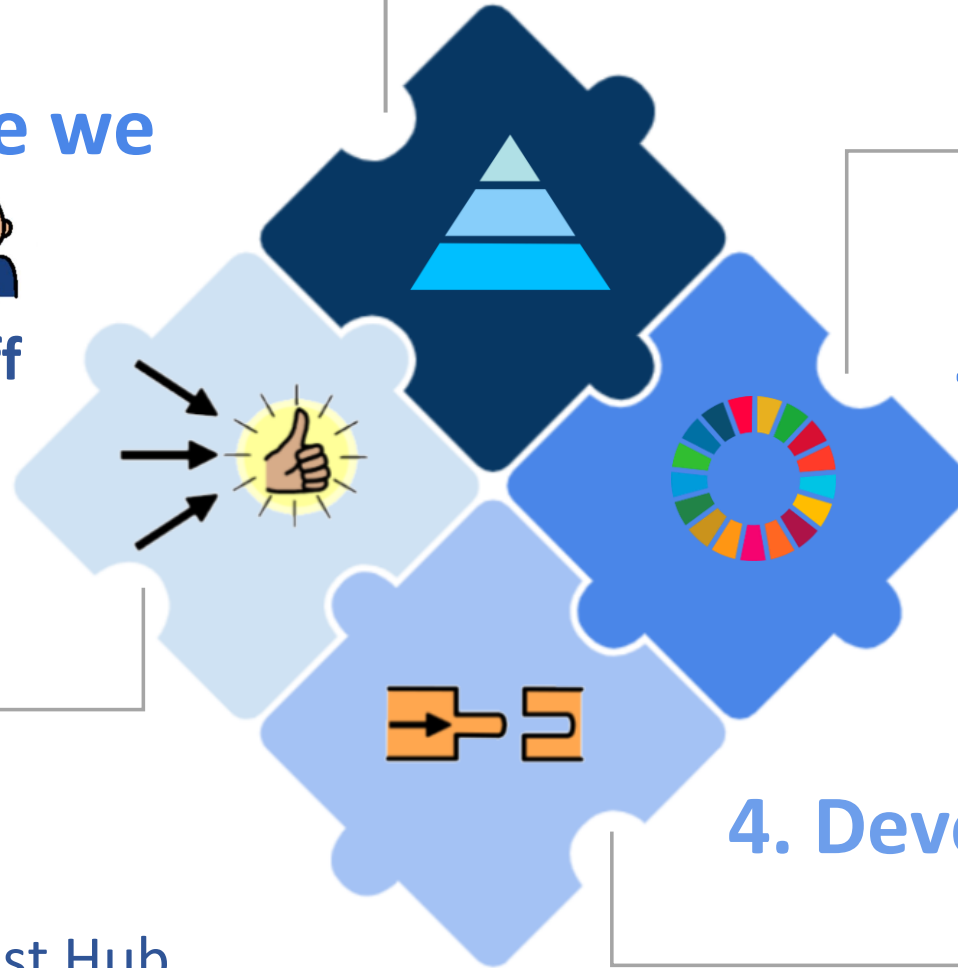
Joined Camden Anti-racist Hub.

3. Can the children see themselves?

Decolonising the curriculum, changing whole school culture and representation.

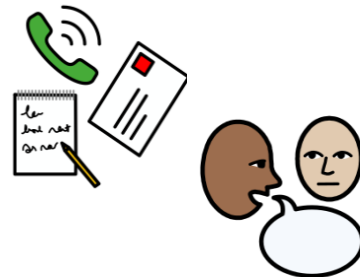
4. Developing impactful policy and guidance?

Co-created Anti-racist Policy and reviewed behaviour policy



First Steps

First meeting
4th November 20



50+
33 ARG
16 staff
5 govs



SLT Zoom Coffee Morning

Thank you to those parents who attended the Zoom SLT coffee morning on Wednesday. Minutes from this meeting will be shared in next week's newsletter. It was a good turnout and valuable opportunity to answer parents' questions. We discussed how children are being assessed and supported to catch up on missed learning as well as our approach to outdoor learning and Forest Schools. A hot topic was also the use of technology to support learning in school and at home, focusing on online provision if children are unable to access school.

We also shared our ambitions for the year and discussed important school priorities, including our approach to confronting racism in all forms. This includes promoting anti-racism and examining our organisation and curriculum to ensure representation and equality. We will be sending out further information shortly, inviting parents to join a working group, so that we can confront, examine and work together to enact change.



Anti-Racism Working Group

As a Gold Rights Respecting School, equality and parity are priorities at Torriano and we believe in **confronting racism in all its forms**. As part of this commitment, we are going to work with UCL Academy, who are leading the Anti-Racism Hub for Camden. We are also developing a **school working group**.



One of the aims of this group will be to address anti-racism and to raise the profile of Black history in the curriculum. We welcome community involvement in this group so if you would like to take part or share your views please use the following link to sign up.

<https://forms.gle/ypGvna2RfMAoeQxq7>

Anti-Racism Working Group

On Wednesday, the first meeting of the Anti-Racism working group took place on zoom. It was a really interesting and productive meeting where parents, staff and governors shared their views and listen to others. We agreed that through learning together we could change curriculum and policy to combat racism in all its forms. The school is receiving training and input from the Black Curriculum and is part of a wider Camden Anti-Racism hub. All parents and carers who signed up for the group will be sent the presentation and the minutes from the meeting with details of further ways to engage with this important project.

So what did we learn?

Uncomfortable but important conversations...

Confront



Leadership = 'Deliberate Activists' Prof Paul Miller

Racial stereotyping

Representation in
groups; staff and
governance

Language and
definitions

Absent voices

The Curriculum

"I want to discuss social issues not just the curriculum. I am concerned about racial / class divides amongst the children themselves which is also reflected amongst parents ...what is done to combat this?"

"The need to define racism properly for children is key". He was questioning the behaviour group which AG said was important to unpick unconscious bias and how this can impact our reactions and therefore impact the children.

Listening and Learning together

Examine

Reimagine

Learning

Decolonising curriculum and pedagogy.

What does embedding Black British History look like? How can Black British History be taught?

Language

Enriching racial literacy, intersectional empathy and inclusion. How does language impact learning? How do our biases impact us in the classroom?

Leadership

Establishing a racially literate culture and community. How does leadership impact whole school racial literacy? What does good policy and practice look like? What role do we each play?

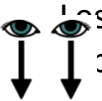

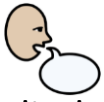


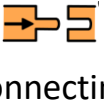











The collage features several elements from 'The Black Curriculum' (TBC) resources:

- Top Left:** A slide titled "What were your experiences of learning Black History at school?" with a list of bullet points: "What did...", "How was i...", and "Were you...".
- Top Right:** An illustration of an ear and a head with a thought bubble, symbolizing listening and learning.
- Center:** A slide titled "Think about: Representation in Curriculum" with three main sections:
 - Maths and science:** "Expose students to diverse images" with an image of the book cover for "HIDDEN FIGURES: The True Story of Four Black Women and the Space Race".
 - History:** "Acknowledgement of Black people and the significance of commonwealth countries during and after wars" with an illustration of a person in a blue hat.
 - English:** "Exposure to diverse literature" with an illustration of a person reading a book.
- Bottom Left:** A section titled "Gathering views of wider community" with feedback from a parent session and wider reflections as a TBC educator.
- Bottom Right:** A section titled "Geography" with the text "Expose students to..." and "th of natural..." and "es across Africa", accompanied by a colorful patterned fabric.

How did we learn?

Do you provide training for all staff (including non-teaching staff, office staff, caretaker etc) and governors around issues such as unconscious bias[i], racial identity[ii] and cultural competence[iii]? How often and what has changed as a result?



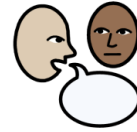
Internal Professional Development	External Professional Development
<div> <div>  <p>Lesson Design Observations</p> </div> <div>  <p>Cross school audit</p> </div> <div>  <p>Monitoring & pupil voice feedback</p> </div> <div>  <p>Weekly PDMs</p> </div> <div>  <p>Planning with a Curriculum Leader</p> </div> <div>  <p>Connecting Community</p> </div> <div>  <p>Weekly curriculum surgeries</p> </div> <div>  <p>Appraisal cycle</p> </div> </div>	<div> <div>        </div> <div>   </div> </div>



Aims of each Group



+



=



1. Curriculum
2. Behaviour and Wellbeing
3. Breaking Barriers (Stereotypes)
4. Staff and Governor Representation, active recruitment and mentorship



ARG Timeline



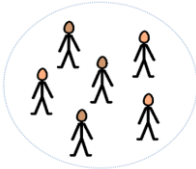
Sept 20
Invite
families &
staff to join
ARG



Nov 20
First
meeting
of ARG



Jan 21 Staff
CPD - Black
Curriculum



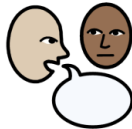
June 21
Behaviour &
Wellbeing
Group



Oct 21
Parents Reps
meeting



Mar 22 Anti-
racist policy
ratified



June 22
ARG AGM

Oct 20
Camden
anti-racist
hub
beginning

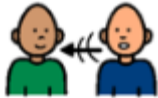


Nov 20 Staff
CPD - Black
Curriculum



Mar 21 Parent
Black
Curriculum
training

July 21
Curriculum
Group



Nov 21
Police stop &
search
workshop



Breaking
Barriers
Group

May - July 22
World Re-
imagined



Focus on decolonising our curriculum

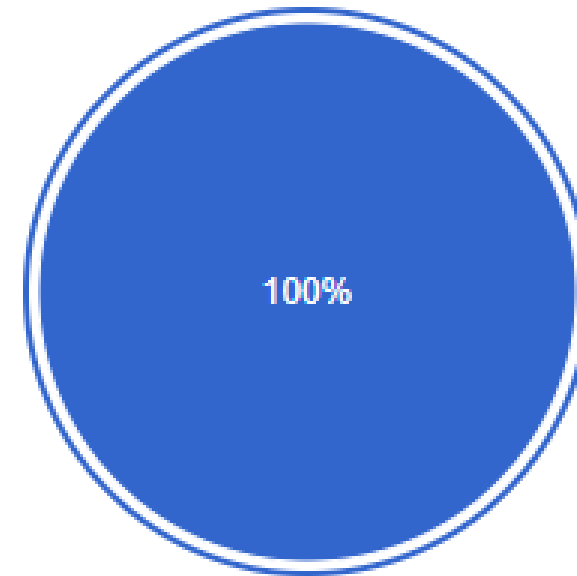


SIP 2021/22: Behaviour and Attitudes

*To continue to develop explicit teaching and learning of **anti-racism** through the PSHE curriculum and review representation in the wider curriculum, working closely with the community.*



Have you learnt about Black History or significant Black People this year?



● Yes
● No

Aims of the Curriculum Group

Reimagine

Create



1. Staff/parent training with The Black Curriculum
1. Culturally diverse books in all book corners and within the curriculum
1. Anti-racist lessons being taught and misconceptions addressed in class
1. Curriculum Elevation/Decolonising the curriculum.



Torriano Primary @TorrianoJuniorS · Dec 2, 2021

Our Black History Season whole school artwork project is nearly complete! Inspired by @JRart our children considered who they were #proudtobe in the incredible Camden community we live in, representing themselves and the buildings in their artwork @CurriculumBlack @CamdenSpark



You Retweeted
Polly Curtis @pollycurtis · 12 Jul 2021
My son's school today... They always know what to do - especially with tired and emotional eight-year-olds 😊

Torriano Primary @TorrianoJuniorS · 12 Jul 2021
Year 3 are writing to @England today to thank and support them. #resilience #empathy @BukayoSaka87 @Sanchooo10 #ThreeLions
[Show this thread](#)



Torriano Primary @TorrianoJuniorS · 19 Oct 2021
Year 4 started #BlackHistoryMonth by reading Linton Kwesi Johnson's poem about Bernie Grant. We looked at Annis Harrison's portrait plate of Johnson at the #BlackLivesMatter art gallery & created plates of inspiring black people, both famous and closer to home. #blackandbritish



Torriano Primary @TorrianoJuniorS · Oct 21, 2021

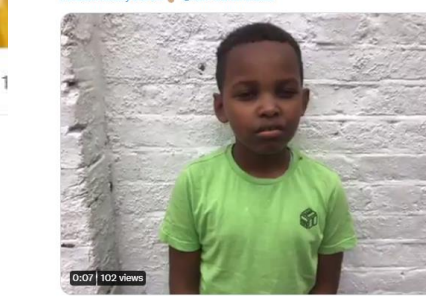
Year two have been drawing self-portraits inspired by @CephasWilliams photography. They chose colours to show what they are #ProudToBe @CurriculumBlack



re remembering Frank Bailey, on what would have been his 95th. His portrait is inspired by our Black History Season work, when we celebrated his achievements. @CurriculumBlack



Torriano Primary @TorrianoJuniorS · Oct 15, 2020
Today year 3 have been learning about Mae Jemison. Did you know that she logged 190 hours, 30 minutes and 23 seconds in space? #BlackHistoryMonth @CurriculumBlack



Torriano Primary @TorrianoJuniorS · 15 Dec 2021

It's joyous to see how Year 1 are still inspired by @SHONIBARESTUDIO's artwork and @FloellaBenjamin's 'Coming to England.' One child, took it to a whole new level by wearing his 'Floella' shirt into school today. What an active and informed learner!



Torriano Primary @TorrianoJuniorS · Oct 7, 2021

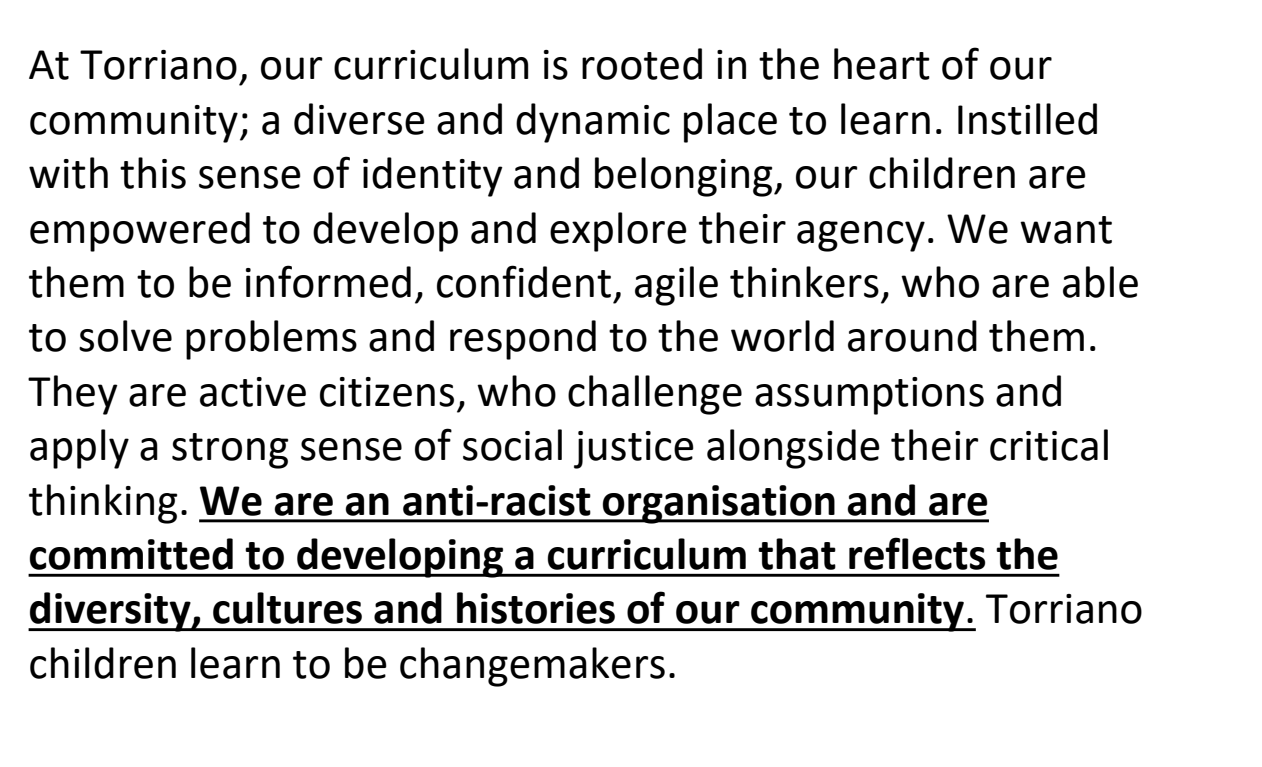
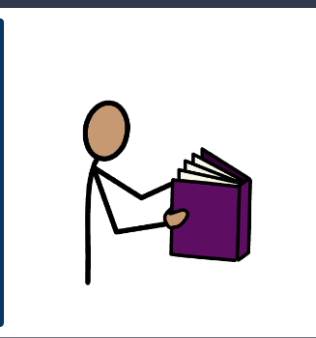
Year 2 watched some poetry being performed as part of #NationalPoetryDay We also enjoyed reciting a part of the poem 'We Wear the Mask' by Paul Dunbar (written in 1896).



Intent

Examine

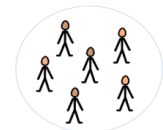
Create



At Torriano, our curriculum is rooted in the heart of our community; a diverse and dynamic place to learn. Instilled with this sense of identity and belonging, our children are empowered to develop and explore their agency. We want them to be informed, confident, agile thinkers, who are able to solve problems and respond to the world around them. They are active citizens, who challenge assumptions and apply a strong sense of social justice alongside their critical thinking. **We are an anti-racist organisation and are committed to developing a curriculum that reflects the diversity, cultures and histories of our community.** Torriano children learn to be changemakers.



Can you identify these historical events and figures? Activity



1



2



3



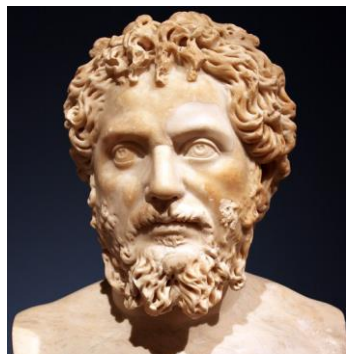
4



5



5



7



8



9



14

13



10



11



12

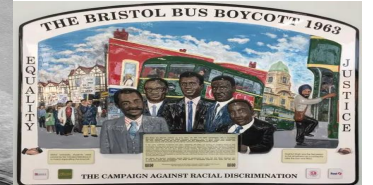


Have you learnt about any of these events or people at school?

Examine



Year 5 and 6





























Year 3 and 4


























Torriano Primary School Curriculum Overview 2022-23

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUT 1	Kentish Town Heroes Who am I? 	Kentish Town Heroes Who helps us in school? 	Kentish Town High Street Historical and Geographical Local Area Study 	Great Fire of London 1666 CE Historically Significant Local Events and People Beyond Living Memory 	Prehistoric Britain Stone Age to the Iron Age. 2500 BCE - 42 CE 	Ancient Greece c.330 BC The History of their Life, Achievements and Influence 	The History of Britain's Settlement by the Anglo Saxons and Scots 400-789 CE 	First World War 1914-1918 CE Significant Local, National and International History 
AUT 2	Kentish Town Heroes Who helps us at home? & Celebrations and Festivals 	Kentish Town Heroes Who helps us in our community? 	Explorers Historically Significant events, individuals and places 	STEAM- inline with with Y6	The History of the Shang Dynasty 1250 BCE Earliest Civilisation Study 	The History of the Roman Empire and its impact on Britain C 42 - 410 CE  	The History of the Viking & Anglo-Saxon struggle for England to time of Edward the Confessor 789 -1066 	Year 6 STEAM Science focus: Animals, including Humans (Health and the heart) 
SPR 1	Twisted Tales- traditional and fairy stories through The Jolly Postman 	Transport for London Local to global study on how to move from one place to another. 	Migration- Moving to Thrive Geographical Skills and Knowledge Study 	Islands UK and Jamaica Comparative Geographical Study  	Going Underground in Camden Local Area Geography and History Study  	Migration The History of the Windrush Push and Pull of Human Geography 	Rivers UK focused Geographical study 	Tea, Sugar and Spice Historical and Geographical Colonial Legacy Tea and Sugar Expansion and Dissolution of Empires 



Create

SPR 2	<p>Our Earth - Mighty Minibeasts</p> 	<p>Our Earth - Curious Creatures through the Just So Stories</p> 	<p>Monarchy Globally historically significant people and events</p>  	<p>Thomas Coram and The Foundling Hospital Significant Historical Local Events and People Beyond Living Memory</p> 	<p>Tectonic Physical Geographical Study</p> 	<p>Historical Study of the Magna Carta 1215 CE & The Changing Power of Monarchs</p> 	<p>Brazil Contrasting Geographical Locality and South American Study</p> 	<p>NW5 Local Area Geographical and Historical Study</p> 
SUM 1	STEAM	STEAM	STEAM	<p>United Islands Geographical study of the UK</p> 	STEAM	STEAM	STEAM	<p>France Geographical European Country Study</p> 
SUM 2	<p>Planting and Growing</p> 	<p>The Next Step-transitioning into year 1</p> 	<p>Castles - Powerful Homes of the Past Comparative Historical Study</p>  	<p>Harriet Tubman Historically significant Individuals and Events</p> 	<p>Kingdom of Benin c. 900-1300 CE Historical and Geographical Contrasting non-European Society</p>  	<p>The Americas Biomes, Climate Zones and Mountains, Geographical Study and comparison with the local area</p> 	<p>The Maya c. 900 CE Historical and Geographical Contrasting non-European Society</p> 	<p>France Geographical European Country Study</p>  <p>Retrieval, Show and Transition</p>

1. Shared pedagogy

Create

Does your school curriculum reflect the lives, culture, and history of the diverse communities in society, including a focus on the history and contributions of Black Caribbean and Black African communities?



Lots of people from the Caribbean came on a boat called the Windrush to help people in Britain to rebuild buildings.

The Windrush was about how many Jamaicans and Africans move to England and brought things like clothes and trumpets.

Martin Luther King was a black man who protested for their rights to be equal to white people.

Walter Tull was the first black person to be a Sergeant in WW1 and sacrificed himself for the country.

Mae Jemison was the first black woman in space.

Did you know that when the Windrush generation came over to England it wasn't all fun and games. They dealt with a lot of racism and were shut down from multiple jobs just because of the colour of their skin or where they're from.

The British Empire is a term used to describe all around the world that were once ruled by Britain.

The Empire Windrush was a large ship taking lots of men and women from the Caribbean island range to rebuild the British infrastructure in the UK which they had very strong relations with.

The Benin Empire was an empire in parts of West Africa.



Breaking Barriers - Language, communication, cultural misrepresentation

Anti-Racism Working Group

Talking About Race

At Torriano we reject racism and support our community to become more empathetic and resilient through kindness and mutual respect. As a school we continue to learn, innovate and contribute to building an anti-racist community.

What is race and racism?

Race can mean a person's colour, nationality, ethnicity or citizenship. It's a protected characteristic in law under the Equality Act 2010 in England, Scotland and Wales, and the Race Relations Order 1997 in Northern Ireland. This means it's illegal to discriminate against someone, or treat them differently, because of their race.

It's important to remember that someone's ethnicity or national origin may not be the same as their current nationality. For example, someone may have Indian national origins and be living in Britain with a British passport.

Race also includes different ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. General examples of racial groups include **White British, Black British, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers.**

Types of Racism

Racial discrimination or racism is when someone is treated differently because of their race, ethnicity, nationality or colour. Any type of racism or racial discrimination is abusive and distressing for children and young people who experience or witness it. If someone commits a crime against you because of your race it is considered a hate crime and is against the law. Instances of bullying that are racially motivated but not a crime are considered **racist incidents**.

Racism - racial discrimination and racial bullying can take many forms and children may experience more than one type of racism. For example, a young person experiencing racial bullying in school could also be experiencing abusive comments online. Racism can also happen alongside other forms of discrimination or abuse.

Discrimination - This involves treating a child or young person worse than someone else in a similar situation because of their race. It can also include policies in a school, workplace or similar organisation that disadvantage people from a particular racial group.

Harassment - This involves making a child, young person, or adult feel humiliated, offended or degraded. Harassment can be through spoken or written words, offensive emails, comments online or on social media, jokes, physical or facial expressions.

Victimisation - This is when a person is treated badly because they have made a complaint of race related discrimination under the Equality Act 2010. It can also happen when someone is supporting a person who's complained about racism or racial discrimination.

Overt racism - This involves making openly racist remarks to a child, young person or adult. It can include racist comments, such as being called racist names or being sent insulting messages or threats. It can also include physical violence or assault, or damaging personal belongings.

How to respond to questions and comments from children

Children may have lots of questions about race and racism. Racism may be something they have personally experienced and might be a difficult subject to talk about.

Some tips on how to respond to questions and comments about race and racism are:

- **Positively acknowledge questions about race and racism.** Even if the question is a difficult one to address, encouraging them to be confident enough to ask questions is important.
- **If the comment is negative, it is important to investigate it.** Ask them why they think this. Encourage them to think about how they might feel if someone said this about them.
- **It's ok not to know the answer.** Be honest about your own knowledge and understanding. If the question requires a definitive answer, you can use trusted sources on the internet to research the answer to the question together or you can offer to come back to it after you have researched further. Keep a note of the question.
- **Open up the question to discuss together if they are comfortable to do so.** Ask why they asked the question or what they or others in that space think about the topic – encourage them to unpack their own ideas and thoughts.
- **Be willing to listen and encourage an environment of active listening where people can share safely, and others listen and reflect on what others say.**

How to bring up the topic with children

You can incorporate the topic of **race and racism** into different situations and through PSHE lessons but don't be afraid to talk about the topic of race and racism directly.

Children as young as three recognise race and racial differences, so you can never start talking about race and racism too early.



Talking about racism regularly is the first step towards making a positive social change.

Last week parents from our **Anti-Racism Working Group** met in person for the first time, having been meeting online up until now. It was great to get together and hear updates on the work which the sub groups have completed to date. We currently have four groups looking at **Curriculum, Behaviour and Wellbeing, Active Recruitment and Breaking Barriers** (language/cultural misrepresentation).



Language

New Words: anti-racist

Think about the sounds.....

Say it 5 times

How many syllables?

Also sounds like?

Other words it makes you think of...

Think about the meaning.....

What does it mean? Being an anti-racist means you challenge racism when you see it and stand up against it.

Use it in a sentence: We are learning about Harriet Tubman and we are being anti-racist.

Who Was Harriet Tubman?



Harriet Tubman when she was about 46 years old

Harriet Tubman was born a slave. This meant she was not free. Even as a child, she had to work hard for her owner, or master. She had to do as she was told. She could not leave his farm.

As a young woman, Harriet made a daring escape to freedom. Then she put her own life in danger again to lead other slaves to freedom. She is a hero to many for being so brave.

Word to Know

SLAVE: A person who was considered to be property and was owned by another person. A slave had to work for no pay and was usually mistreated.

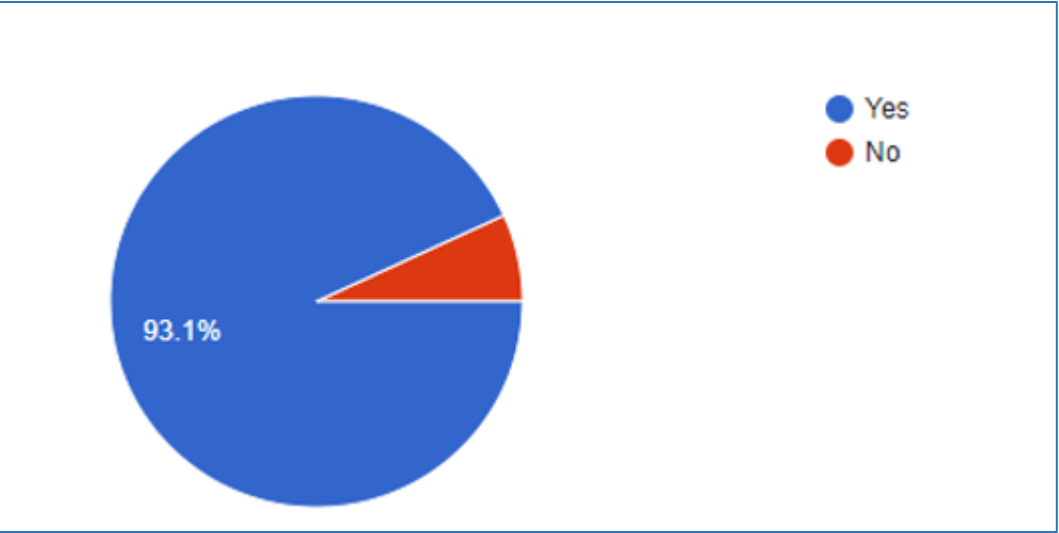
enslaved

enslavers

Examine

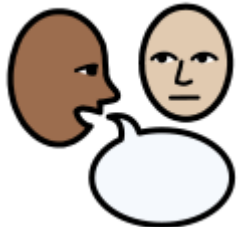
Have you learnt/talked about racism in class this year?

How do you effectively engage with parents and pupils in conversations about race and racism? If not, what is the barrier?

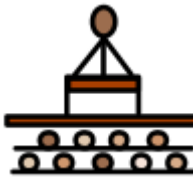
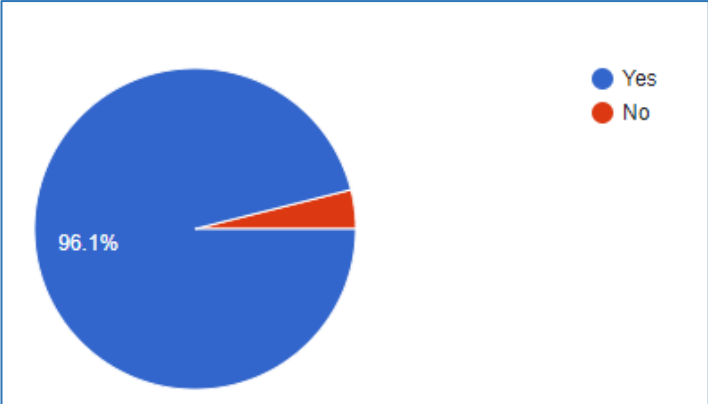


How do you think Floella felt when the other children wouldn't talk to her?

Why do you think they acted that way?



Have you learnt/talked about racism in assemblies?



Talking about racism regularly is the first step towards making a positive social change.
'Anti racism policy 22'

Do you know what racism is? Can you explain its meaning?

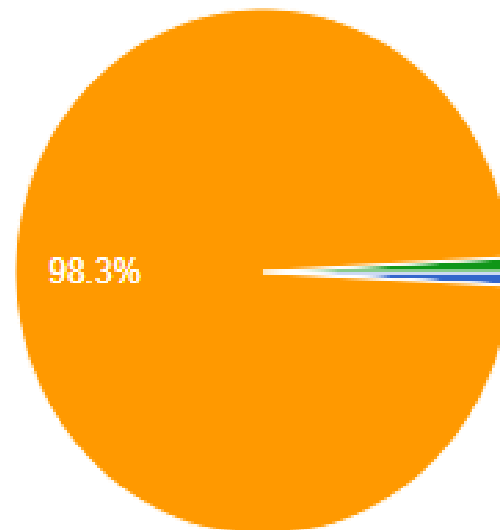
Being mean to people because of the colour of their skin or their religion

Racism is when you make fun of people's skin tone and their race and their culture.

It means when someone judges you by your skin colour or where you're from.

Most children can do so clearly. Only four said no and a handful didn't give clear answers.

Racism means when like what happens in Rosa Parks in America when a black women was on the bus and she refused to get up because a white woman wanted her seat.



- A type of running race
- Not liking people because they have blue eyes
- Being unkind to someone on purpose because of the colour of their skin
- Not being friends with someone

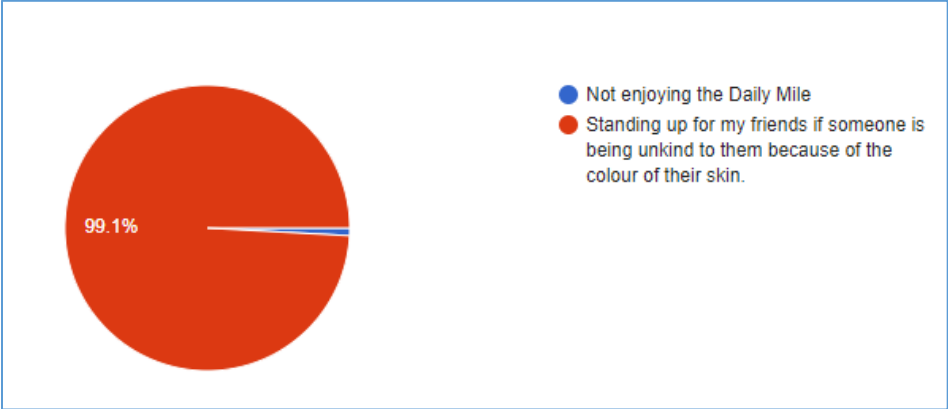
Do you know what it means to be anti-racist?

‘Anti racist means not to be racist. If you are anti- racist you can protest against racism.’

‘When people respect people with black skin and treat them the same as anyone else.’

‘It is to care about racism and to try and stop it.’

Less clear answers from the children, more repeating what racism is.




‘When someone is saying something racist you would tell them to stop instead of walking away.’


‘Anti-racist means when you treat everyone the same and not discriminate against them because of their race.’

‘Being strongly against racism and often joining marches and trying to rid their community of any racism.’

Strong Voices






Brecknock
Primary School
A lighthouse of learning



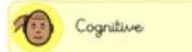
TORRIANO
PRIMARY SCHOOL

Classroom
Conversations
EYFS-Y6
Fortnightly Themes







I agree because...




I disagree because...







Agree




Disagree



Adding to idea.....



I hear what you are saying,
but....



Map your conversation



people at school?



Joy Labinjo

George Washington Carver

Joy Battick

Alexis Peskine



Indigenous
"I would like to stay...
by staying..."

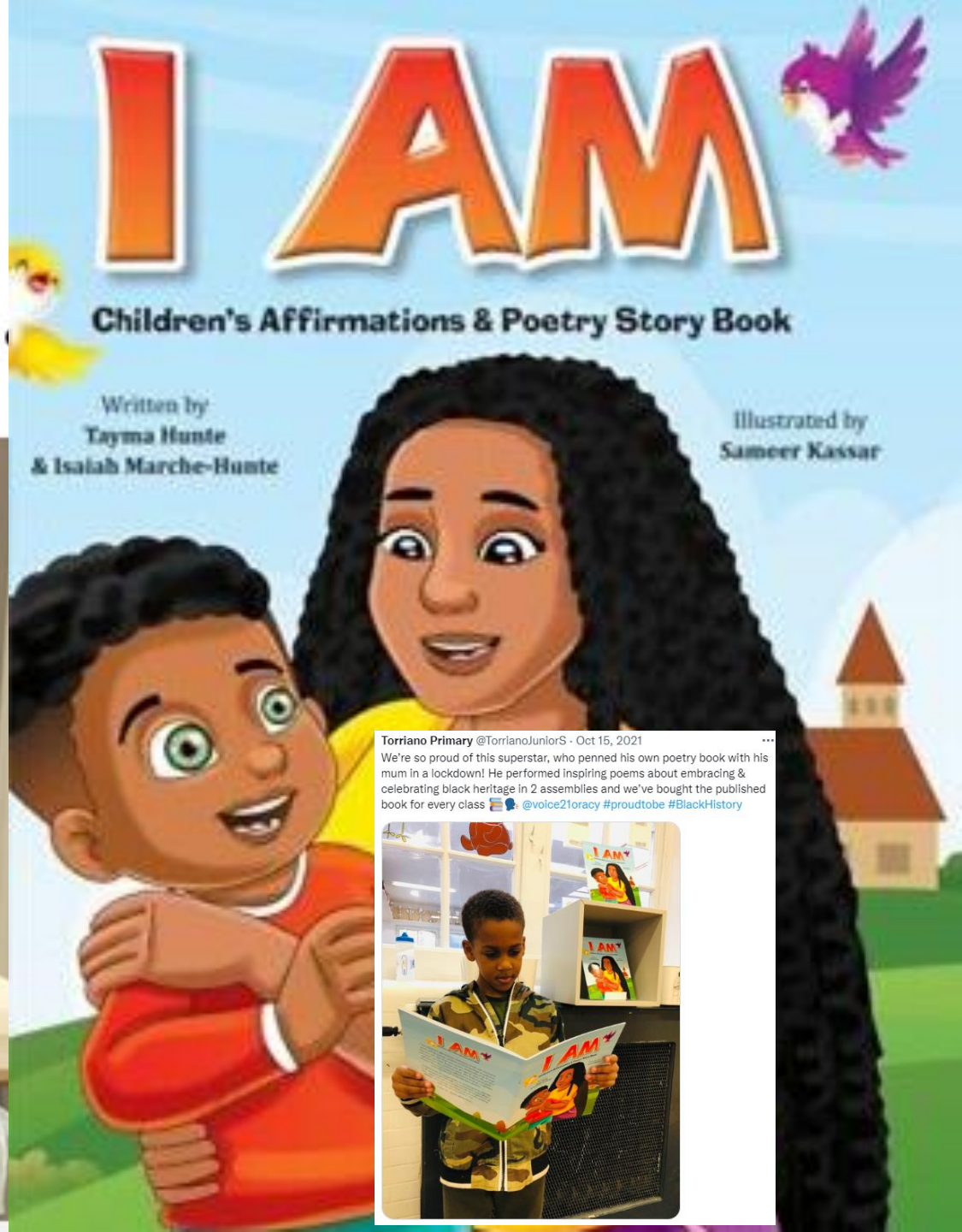
Challenger
"I have what you have
saying but..."

Islington mum and son write poems to inspire children of Black heritage

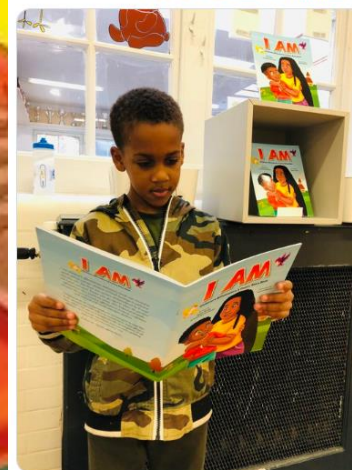
 Emma Bartholomew



Published: 4:25 PM September 30, 2021



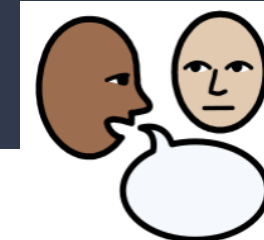
Torriano Primary @TorrianoJuniorS · Oct 15, 2021
We're so proud of this superstar, who penned his own poetry book with his mum in a lockdown! He performed inspiring poems about embracing & celebrating black heritage in 2 assemblies and we've bought the published book for every class 📖👏 @voice21oracy #proudtobe #BlackHistory



Behaviour and Wellbeing (3 reps)

Does your school have an explicit Anti-Racism policy developed in partnership with parents, pupils, and staff?

What does the application of existing school policies look like in practice for pupils, parents, and staff of Black Caribbean heritage, as well as other ethnicities?



Anti Racist Policy Development

Anti-Racist Policy 2021-2022

Torriano Primary School is a UNICEF Rights Respecting School which upholds the rights of the child and the inherent right of equality without discrimination. Torriano will not tolerate any form of racism and is committed to an anti-racist ethos. Our aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. The school anti-racist policy and practice help to identify, challenge and change those attitudes which lead to negative discrimination against people on the basis of their race, colour, nationality, culture, language or religion.



Amendment to the Behaviour Policy

Behaviour Overview

In consultation with the children, staff, parents and governors at Torriano Primary School we have developed a policy in line with the rights of the child which secures the highest levels of success and self-esteem for each individual child. Ensuring these rights are understood and respected by all is part our commitment to valuing diversity, tackling bullying and harassment including discriminatory and prejudice based bullying and harassment and promoting equality in our community.



Children's Anti Bullying Policy

In our school, our anti-bullying policy is important because it supports children's right to feel safe. We believe that all children should be protected from discrimination and violence and that their opinions should be respected.



Anti Bullying Policy

In our school, our anti-bullying policy is important because it supports children's right to feel safe. We believe that all children should be protected from discrimination and violence and that their opinions should be respected.

Who is responsible for Anti-Bullying in our school?

All staff, pupils and parents work together to say 'NO' to bullying and prevent it!

SEVERAL
TIMES
ON
PURPOSE



START
TELLING
OTHER
PEOPLE

We take bullying seriously

- We listen to children and offer support and advice
- We investigate what has happened
- We communicate with parents/carers
- We take appropriate action once we have investigated
- We educate children on the meaning of bullying by having regular assemblies with bullying as a focus
- We take part in Anti-Bullying week

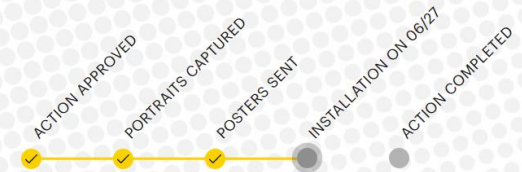


Sense of belonging

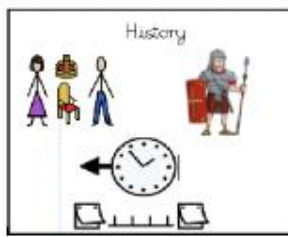
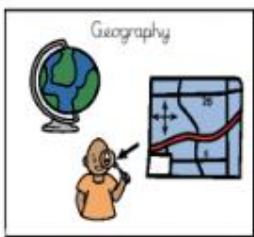


BRECKNOCK PRIMARY SCHOOL - PROUD TO SHARE

LONDON, ENGLAND
JUNE 2022 | 430 PORTRAITS

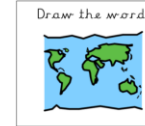
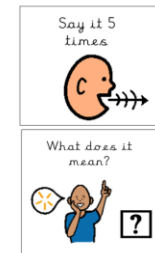


INSIDE OUT



The
**World
Reimagined**

The World Reimagined is a ground-breaking, national art education project to transform how we understand the Transatlantic Trade in Enslaved Africans and its impact on all of us.

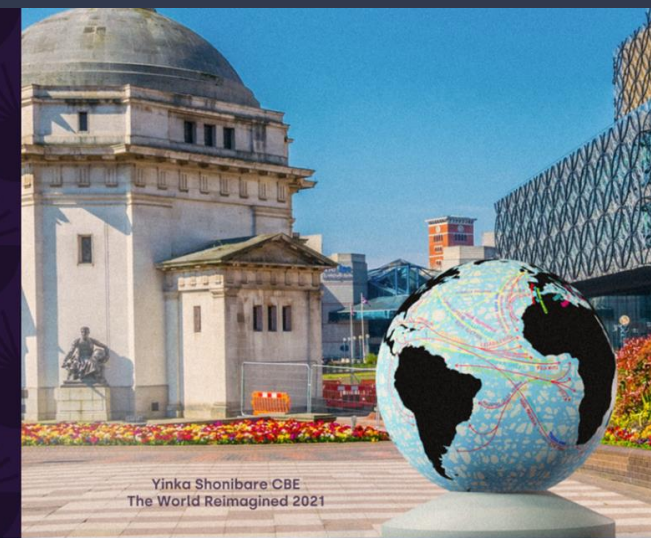


The whole school is going to take part in a project about **African history and geography**. It is called 'World Reimagined'. In this project, you will be able to ask many questions about how stories of the past have been told and you will also learn why they are important.



'This is not black history - this is all of our history'

**7 Cities. 2m+ people. 100
Artists. 250+ schools.
100+ Community
Organisations.**



Yinka Shonibare CBE
The World Reimagined 2021

10 REDUCED
INEQUALITIES



Together, we can create a future in which all can say: I am seen.

Staff and Governor Representation, active recruitment and mentorship



The Executive Headteacher and Head of School are seeking to appoint dedicated and dynamic class teachers to join our team. We require teachers who are passionate about improving the life chances for the children in our community. The successful candidates will be committed team players, determined to make a positive difference. We believe in a diverse staff body who truly reflect our community and enrich our children’s educational experiences.

Examine

- *A caring school with a commitment to the DfE Education Staff Wellbeing Charter.*
- *A member of the Camden Anti-racist Hub, focusing on decolonising the curriculum.*
- *A strong commitment to the arts working with artists in residents and performing arts experts across the partnership.*

	Number of Teachers	Ethnic Minority
21-22	24	4 (2 new recruits) 17%
22-23	25	5 (2 new recruits) 20%

Inspiring Governance, the National Black Governors Network 14/5 (4 new in last 2 years)

This is an exemplary curriculum

Amazing work. Yes, upscale and replicate this brilliant work across other schools in London and the whole country.

I feel so proud to be part of the Torriano Community because of the explicit decolonising of the curriculum that is being done so actively and with such positivity.

This is so important and essential. This process has been amazing and personally rewarding and moving. The work Torriano have done to embed anti-racism within this school is fantastic and ground breaking. Thank you.

Every school, be it primary or secondary, should be doing this work. The conversations are open and ongoing and will create a positive change.

Confront

Reimagine

Examine

Create