

SDEP Anti-Racist
Network
Session 3
27.05.25

Anti-Racist Network Attendance
List 27.05.25





Session Outline

1. Welcome and Overview of Anti-Racist Network
2. Feedback from last network discussion:
'Reflections on White Silence'
3. Today's theme: "School's antiracism journeys & EP practice"
4. Reflective Activity
5. Network 2025-26 dates for diary & end of year evaluation



Anti-Racist Network

- * Open to anyone who is an EP, TEP or EPIT in Scotland
- * Aim to create a safe space for discussion and action around anti-racism within the profession
- * Meet approx. 4 times in the academic year, dates set at the beginning of the academic session
- * Each session focuses on both input and reflective activity
- * Serves as a function for consultation for wide strategic strands
- * Anyone interested in joining: Scan QR Code



Content Warning & Emotional Safety

Subject and content can be emotive

Aiming to achieve a balance to allows us to sit with discomfort that serves as a springboard for change and action

Please take time to step out if this is required

We do not seek to create a hierarchy of lived experiences and this group explicitly recognises that other marginalised groups also experience discrimination

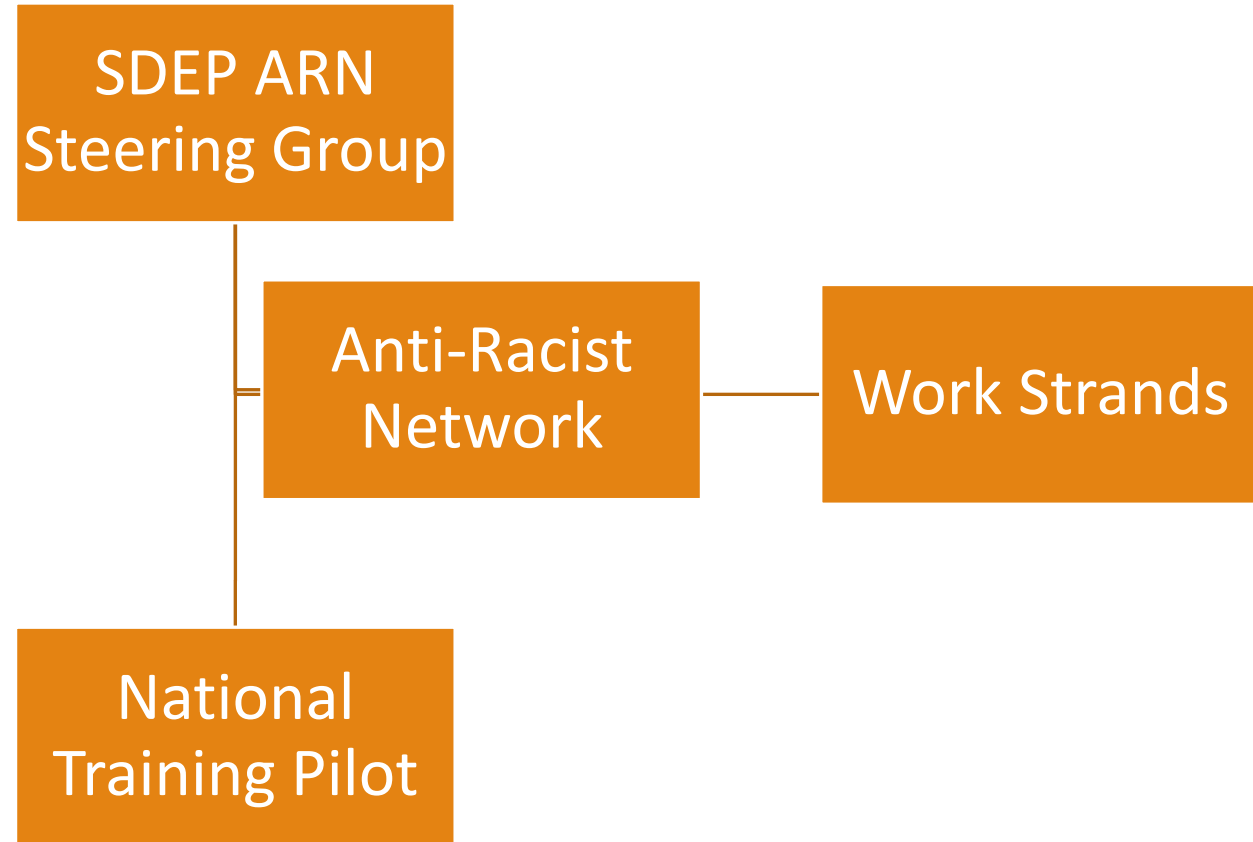
These sessions do often contain difficult challenge questions

We encourage debate and discussion but the questioning of the lived experience of BPOC is not up for discussion

Language and terminology

We ask that you pay attention to any thoughts, feeling and reactions that occur during discussions

SDEP Anti-Racist Network





SDEP Anti-Racist Work Strand

Reflections on White Silence

SUMMARY OF GROUP DISCUSSION

SDEP ANTI-RACIST NETWORK – 29TH JANUARY 2025

How have you stayed silent when it comes to race and racism?

Not challenging harmful comments in consultations

Not sharing information online

Not challenging harmful content online

Not challenging opinions at university

Not implementing change after completing training

What types of situations elicit the most white silence from you?

When comments/actions are not 'overtly' or 'explicitly' racist

When you are in a group, particularly when everyone is White Scottish

When you are worried about damaging a relationship

Can be dependent on your relationship

When you are a trainee and feel there is a power imbalance

- You can worry about job prospects
- Fear of getting it wrong

What types of situations elicit the most white silence from you?

When we feel we are likely to be challenged

- Worry about having enough knowledge to make a good argument

When you are in the staffroom- if you challenge, this can feel personal

When you are in situations that make you feel vulnerable

When you have previously not been backed up by colleagues

When you fear being excluded for not following the norm

When we make the generous assumption that comments were not intended to be harmful

What types of situations elicit the most white silence from you?

When you haven't challenged at the time and are not sure how to revisit

When you fear it will lead to a confrontation, rather than an exploration

When no one else speaks

When there is a possibility for conflict based on the relationship

When you have previously challenged to no effect

When I doubt my own understanding

When I want to "be liked"

How has your silence been complicit in upholding racist behaviour?

Our silence legitimises racist comments and behaviour

What message is given if we don't say anything?

Head Teacher recognition in their school regarding equalities generally

- “What you do not challenge, you permit”

Whom in your life do you harm with your white silence?

People of colour are most harmed by our silence

Our silence suggests agreement, shared opinions- this reduces feelings of safety for people of colour

Our silence does not create the safety for others to challenge

Children, young people and families

If we don't challenge our white colleagues/friends, we don't create opportunities for reflection

If we do not challenge, we do not model this for others

We harm ourselves when we do not practice our anti-racist stance

Other Comments

It is important to be ok with making mistakes

A need to develop the 'skills' to challenge during difficult conversations

It easier to not remain silent when you know you have allies

Starting to challenge and then pulling back (in order to maintain the relationship) - does this count as silence?

How do you bring a group back to a place of discussion after they have been challenged

- Perhaps being explicit/referring directly to the discomfort as a shared experience

Some Thoughts...

Reframing 'difficult conversations' as 'learning conversations'

Opportunities to practice and develop the skills needed to challenge

"What you do not challenge, you permit"

- How do we continue to not remain silent at a systemic level?
- How can we initiate conversations about racism with schools who do not come to us first?

Today's theme:

“School’s antiracism journeys
& EP practice”

School 1:

Mauricewood Primary School

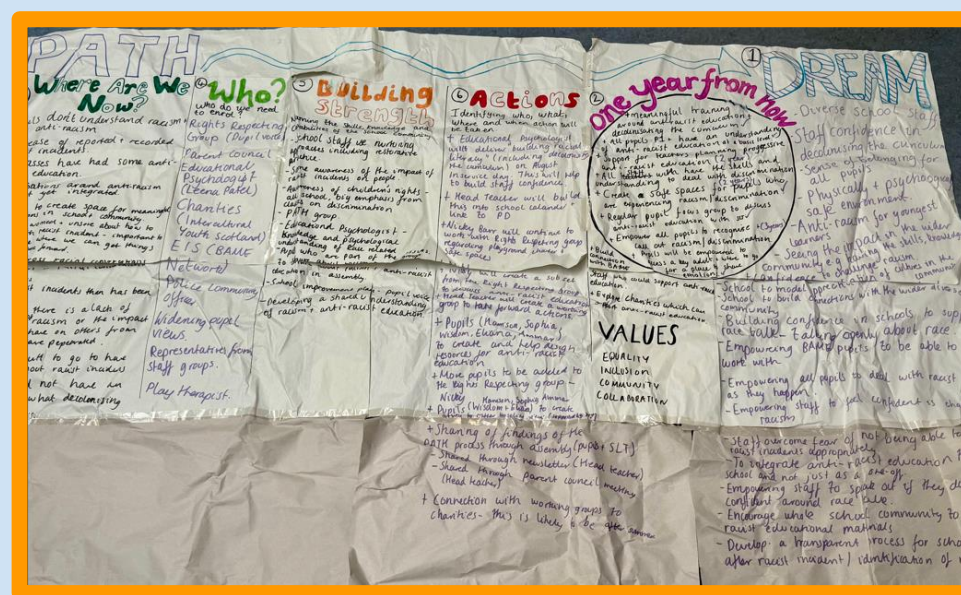
Midlothian Council

(Jen & Nicky)



Building Racial Literacy & Diversifying our Curriculum at Mauricewood PS

Working collaboratively with the Educational Psychology Service to effect change



We are innovatively diversifying our curriculum planning and resources

The impact

We have a shared understanding of racism and anti-racism and we don't shy away from challenging conversations. We support children to be allies, not bystanders.

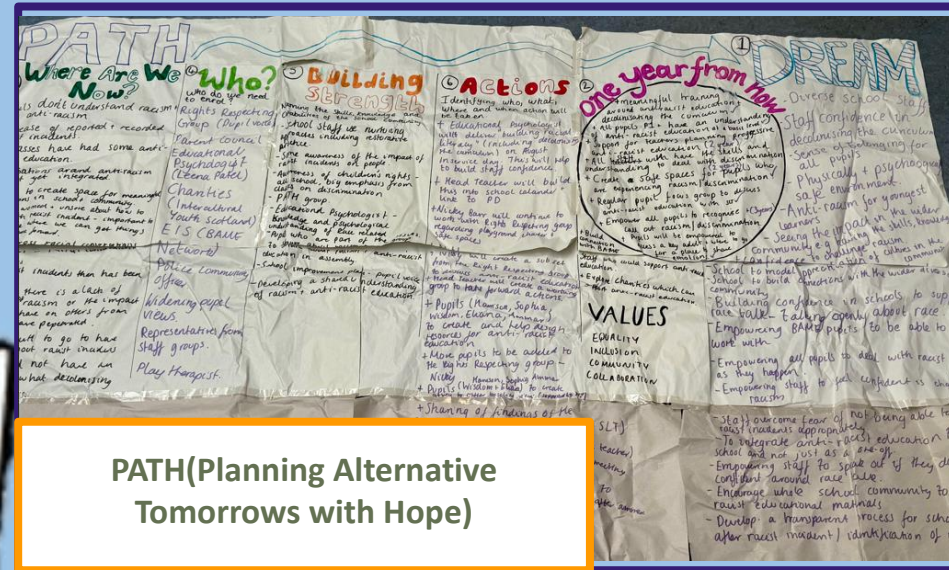
A collaborative P.A.T.H process led by our Educational Psychologist, working with a stakeholder group including staff, parents and pupils, This fed into our school improvement plan.

Rationale for Change

An increase in racist incidents reported and a lack of confidence on the part of staff and pupils to talk about racism. Feeling like we didn't know how to tackle this. Learners did not feel represented in the books we read or some of the topics we taught.

The Process of Change

PATH(Planning Alternative Tomorrows with Hope)



What was the impact of collaborating with our Educational Psychologist to effect whole-school change?

Our EP was highly knowledgeable in the field and delivered professional learning which challenged our thinking. Her work was grounded in theory and research and encouraged us to confront uncomfortable truths, ask questions and remain curious. .

During the PATH process, our EP created a safe space for open and non-judgemental dialogue. Her role in facilitating the PATH group was integral to creating the conditions for the necessary collaboration and conversation that led to change.

The process was structured in a highly effective manner, leading us on a journey towards our 'Dream Future'.. By following the steps of PATH, we were able to create a collaborative action plan in a 90 minute session.

School 2:

Fordbank Primary School

Renfrewshire Council

(Cara)

Fordbank Primary School and FLR



Our anti-racist journey



Who are we ?

What do we stand for ?

What is our ethos?

Our values?





School demographics

265 pupils+ 40 across the authority

52% SIMD 1-3, 25%FME, 27%CG

2%EAL, 10%CE, 40%ASN

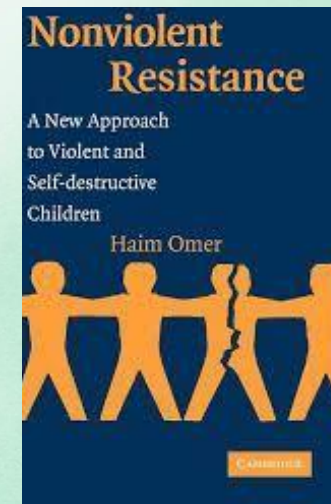
Hidden poverty

48%-60%



NVR

We use NVR as our vehicle of change.





NVR

Basket

Announcement

Auto-pilot statement



Shield against shame

The catalyst for change



Basket survey results


96% of both mainstream and FLR staff identified racist language as a problem for our school.



Commitment

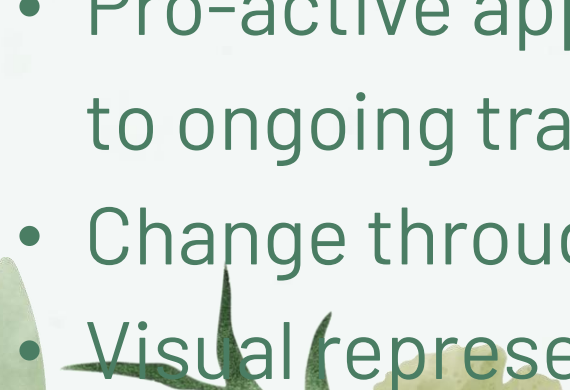
- Two staff members signed up for Ed Scot racial literacy
- Identified as a priority SIP 24-25
- Core grp meetings agreed
- Support agreed from Educational psychologist
- Inservice day and collegiate sessions

BUT

- Our first aim was too wide and our understanding of staff knowledge was not detailed enough.
- 



Anti-racism staff survey results

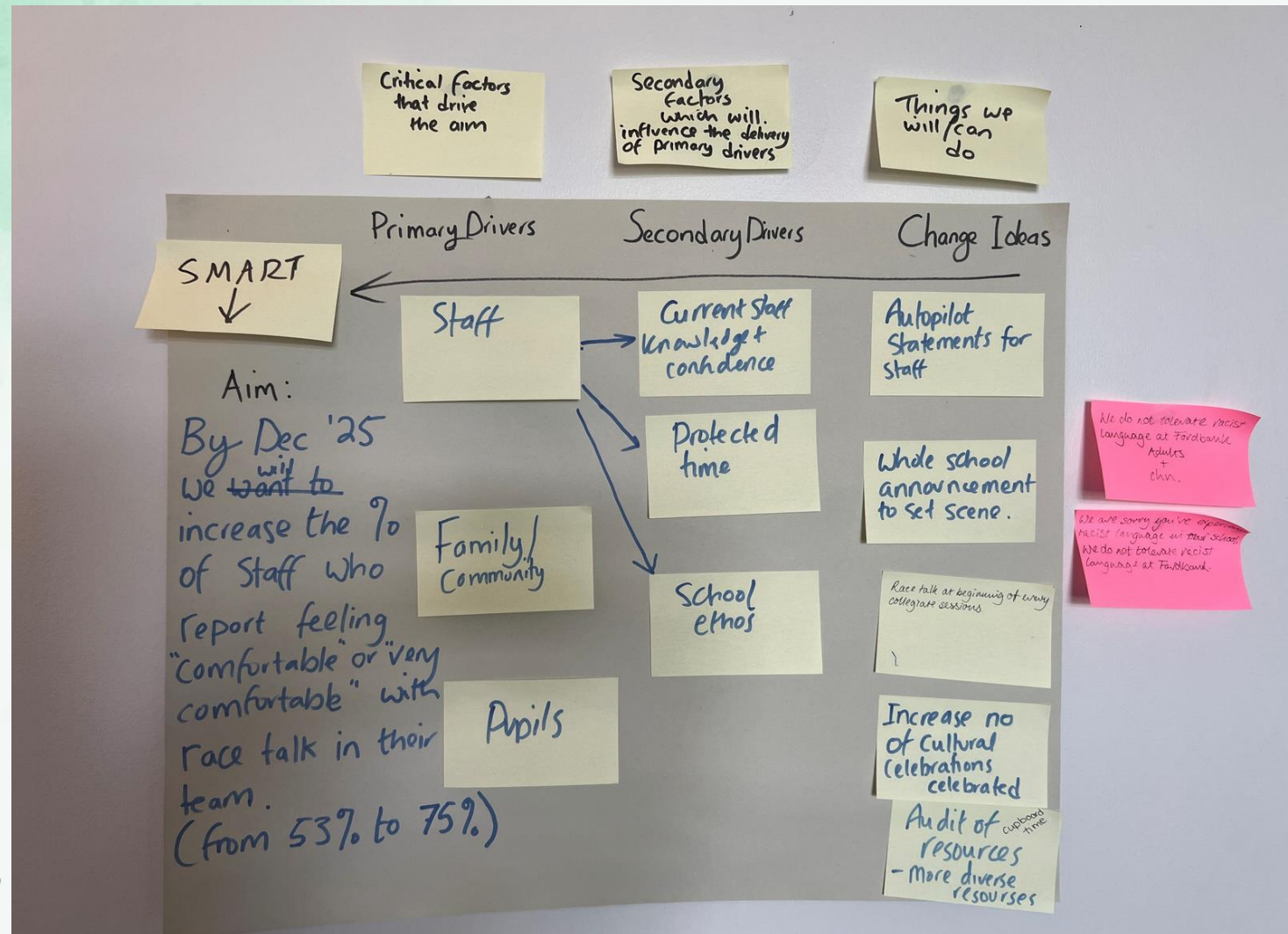
- Staff were focused on individual acts of racism rather than recognising broader systemic structural racism.
 - Pro-active approach to addressing racism and dedication to ongoing training.
 - Change through the curriculum
 - Visual representation across the school
- 



Assumptions

- I had wrongly assumed that there was a collective understanding around the institution of racism.
- Together with other core group members I started a parents' group to look firstly at our policies through an anti-racist lens and involved our Pupil council in discussions regarding our values and identity as a school.

Driver diagram





Thank
You

Break



School 3:

**Pollocksheilds Primary
School**

Glasgow City Council

(Michelle)

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School 4:

**St James Primary School
(Paisley)**

**Renfrewshire Council

(Layna)**

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In small groups...

Consider, discuss and record notes on the following questions:

1. In what ways can EPs actively challenge systemic racism in schools beyond casework?
2. What skills and strengths do you as an EP have to help you support school leaders and staff in building confidence in talking about race and racism?
3. What does it mean to be a “critical friend” to a school on its anti-racism journey?
4. What do you need as an EP to support school’s on an antiracism journey?



Network dates for 2025-2026

- 18th September 2025
- 29th January 2026
- 26th March 2026
- 28th May 2026

End of Year Evaluation

SDEP Anti-Racism end of year
evaluation (2024-25)

