



# Renfrewshire's Nurturing Relationships Approach

ANTI-RACISM IN SCHOOLS: COLLABORATION  
& COMMUNICATION

Layna McGhee @St James' PS

Cara Wadsworth & Michael Mclelland @Fordbank PS

# **Fordbank Primary School and FLR**

School roll 253

SIMD 1-3, 45% BUT SIMD 4, 37%

ASN 55%

EAL 3%

Lack of diversity in the local population

# Why Anti-racism

- NVR already embedded across the school.
- RNRA next level, gathering information.
- Basket activity highlighted that staff were dealing with increasing incidents involving racist language.
- Staff did not feel confident in dealing appropriately with incidents.
- Clear message about a need for us to become Anti-racist.

## Next steps 1

- NVR Anti-racist core group formed.
- Educational Psychologist onboard. Written into SIP.
- Used RNRA framework to create action plan
- Two staff members taking part in Ed Scot Racial Literacy course.

### **BUT**

- Core group needed to better understand what was needed.

## Next steps 2

- Core Group used- Directed reading/Watched clips/ Listened to podcasts.
- Used Cultural Competence Self-reflection tool.
- Worked with Ed psychologist.
- Whole school awareness raising training.
- Staff survey- cultural competence tool

# Survey results

- Staff felt disempowered and unable to tackle racist incidents in the school.
- Staff were not confident in using appropriate language ( avoiding issues).
- There was a lack of understanding about white-privilege.
- There were pockets of knowledge but there was a lack of consistency of understanding about Anti-racist practice.

# Action Plan

- **Driver diagram used to formulate Action plan.**
- **Whole school announcement.**
- **Auto- Pilot statements.**
- **Race-talk at beginning of staff meetings.**
- **Audit of resources with an Anti-racist lens.**
- **RNRA Committee.**

# Action Plan

- **Train the trainer model with Ed Psych**
- **Anti-racist collective**
- **Anti-racist parent group**
- **Focus on increasing cultural celebrations.**
- **Reviewed existing policies.**
- **Created new Anti-racism Policy**

# Impact

- Staff empowered to address incidents.
- Pupils reporting incidents.
- All community members using autopilot statements.
- Greater reporting of racist incidents.
- Cultural awareness increased across the school.



# **ANTI-RACIST EDUCATION**

**A NURTURING RELATIONSHIPS APPROACH**

## WHY THIS MATTERS

- Identify and belonging
- Assumptions shape opportunity
- Education must widen narratives

***This work is about reflection and responsibility – not blame.***

# OUR CONTEXT

Diverse school  
community

Increase in racist  
incidents

National and  
local priority

# OUR RESPONSE



## Year 1

- Build understanding

## Year 2

- Embed practice

## Year 3

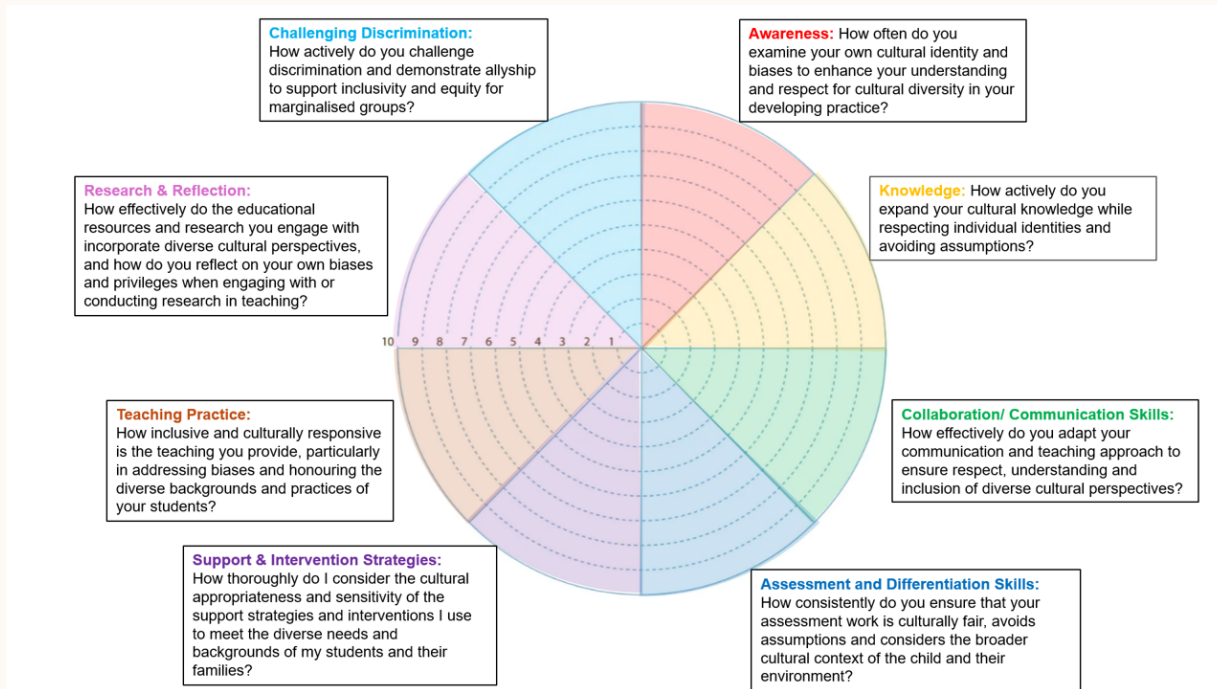
- Sustain culture

# WHY RNRA?



- Relationships
- Structure
- Intention to action

# THE CULTURAL COMPETENCY TOOL



- Establish a baseline
- Support honest reflection
- Identify priorities for action
- Ensure ongoing improvement

# STAFF FEEDBACK

One star

In depth  
Informative to link NVR and anti-racism  
Narrowed down our focus for moving forward  
Thought provoking  
created a comfortable space to have important discussions  
increased self reflection  
Detailed  
Informative  
Increased my awareness of unconscious aspects  
Enjoyed the personal experiences shared  
More mindful of the views of others

# STAFF FEEDBACK

One wish

**To have a better understanding**  
To understand better how I can implement using NVR

**To feel more confident to challenge racist behaviour**  
To be more confident using NVR approaches to anti-racism  
To build my confidence and awareness of language and terminology

**To explore how I can become an anti-racist teacher**  
To build my own awareness of anti-racism

# SMALL STEPS, BIG CHANGE – THE STAFF TEAM



<p><b>Presence</b></p> <ul style="list-style-type: none"> <li>-Continued self-reflection</li> </ul>	<p><b>De-escalation</b></p> <ul style="list-style-type: none"> <li>-Whole class to avoid targeting individuals and reduce possibility of shield of shame</li> <li>-Striking when the iron is cold</li> </ul>
<p><b>Hidden needs</b></p> <ul style="list-style-type: none"> <li>-Partnerships with parents, agreement on appropriate language.</li> <li>-Language and terminology.</li> <li>-Embracing other cultures.</li> </ul>	<p><b>Small basket</b></p> <ul style="list-style-type: none"> <li>-Develop individual confidence, language</li> <li>-Resources (conscious representation in pencils, books etc)</li> </ul> <p><b>Medium basket</b></p> <ul style="list-style-type: none"> <li>-parental engagement</li> <li>-curriculum</li> </ul> <p><b>Large basket</b></p>
<p><b>Self-care</b></p> <ul style="list-style-type: none"> <li>-support system/team (especially in dealing with racist incidents)</li> <li>-professional dialogue in dealing with incidents</li> </ul>	<p><b>Active Resistance</b></p> <ul style="list-style-type: none"> <li>-Addressing the issue (when the iron is cold)</li> <li>-Support network</li> <li>-Videos, books, media to empower staff</li> <li>-Curriculum development including more diverse perspectives</li> <li>-Be okay with feeling uncomfortable but do something to address this</li> <li>-Education is key</li> <li>-Everyone's journey needs to start somewhere</li> </ul>
<p><b>Shield of shame</b></p> <ul style="list-style-type: none"> <li>-shame of the person experiencing racism</li> <li>-shame of the person being racist</li> <li>-Not diminishing the racism when addressing it</li> <li>-finding the right time to discuss it</li> <li>-lack of responsibility or remorse for racism</li> <li>-providing a safe space</li> <li>-denial</li> <li>-white silence</li> <li>-blaming others</li> </ul>	<p><b>Announcement</b></p> <ul style="list-style-type: none"> <li>-Black history month showcase</li> <li>-antiracism club</li> <li>-newsletters</li> <li>-antiracism policy shared on FB and just too easy</li> <li>-Announcement to parliament</li> <li>-Parent focus group</li> <li>-regular workshops (yearly/termly?)</li> <li>-Personal announcement</li> </ul>
<p><b>New authority</b></p> <ul style="list-style-type: none"> <li>-how do we know if we are physically and emotionally present (influencing others)</li> <li>-lacking in knowledge and confidence to challenge</li> <li>-day to day we are not challenged by anyone with different experiences</li> <li>-Try to emotionally encourage pupils to reflect on their own reactions.</li> </ul>	

# SMALL STEPS, BIG CHANGE – THE STAFF TEAM

## SMALL TESTS OF CHANGE

Our RNRA Core Group are doing small tests of change as part of our anti-racist education journey.

---

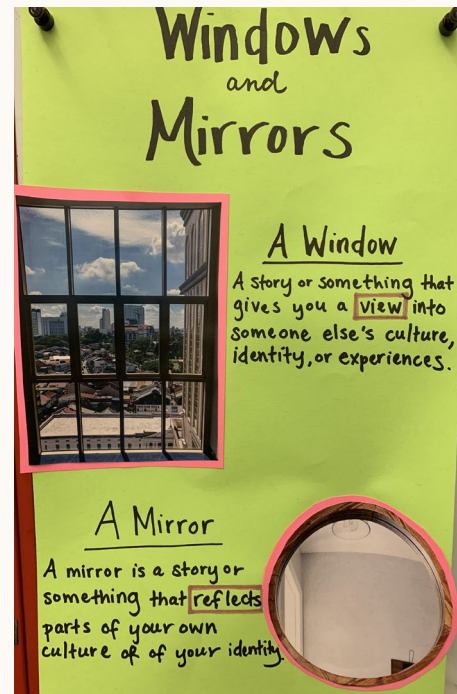
SLT - Announcement

P2 class teacher - Diversifying class library


P4 class teacher - Diversifying display

P5 class teacher - Developing auto-pilot statements

P7 class teacher - De-colonising the curriculum



# SMALL STEPS, BIG CHANGE – FAMILIES & THE WIDER COMMUNITY




You are warmly invited to join us to:

- Share tea, coffee and a cake
- Reflect on our school's anti-racist education journey so far
- Give ideas for the future

Your thoughts and perspectives are at the heart of shaping our inclusive and welcoming community.

**09.10.25**  
IN ST JAMES' PRIMARY SCHOOL  
9am - 10am




We would love you to come along and be part of the conversation!

BLACK HISTORY MONTH



# SMALL STEPS, BIG CHANGE – PUPIL VOICE



**ANTI-RACISM CLUB**

📅 Starting on Wednesday 6th November 2024  
🕒 12.45pm - 1:15pm  
📍 Dance Studio  
👉 All pupils from P1 - P7 welcome

Join us each Wednesday for 6 weeks to share your voice and make a difference!

We'll be learning about the importance of anti-racism, developing an understanding each other's perspectives and helping to build a community that respects diversity through:

- 🌱 Awareness campaigns
- 🎨 Art projects
- 🎭 Drama activities
- 🗣️ Discussion circles

Children attending should go for lunch at 12.30pm and meet in the Dance Studio.

For more information please see Mrs McGhee.  
We can't wait to see you there!

The flyer features a colorful illustration of diverse children of various ethnicities and ages smiling and waving in a garden with a wooden fence, flowers, and a rabbit.



# IMPACT

## Staff

- More confident and consistent

## Families & Wider Community

- Greater trust and engagement

## Pupils

- Feel seen, heard and valued

*It's not something we 'do'—it's part of who we are.*

### STAFF QUOTES

"This journey has helped me understand my role in creating a school where every child feels seen, respected and valued."

"Our pupils are asking deeper questions, showing more empathy, and challenging unfairness. It's been powerful to witness."

"Working together on this has strengthened our whole staff community—we're more consistent and united."

REALLYGREATSITE.COM

### PUPIL QUOTES

"We learned that everyone should feel safe in our school, no matter what they look like."

"I know what to do now if someone says something unkind about someone's skin colour."

"We now read books with characters who look like me, and I like learning about their stories."

REALLYGREATSITE.COM

### PARENT/CARER QUOTES

"It's reassuring to know the school is teaching our children to be kind, respectful and aware of differences."

"The school has communicated so clearly. I always feel informed about what's being taught."

"I'm proud that our school is taking this seriously and doing it in a thoughtful, child-friendly way."

REALLYGREATSITE.COM

### PARTNER QUOTES

"Staff were open, reflective and willing to learn—this made our collaboration incredibly positive."

"The pupils showed such maturity and understanding—they are a credit to the values of the school."

"We've been impressed by the school's commitment to long-term change rather than one-off activities."

REALLYGREATSITE.COM

# TOMORROW AT 9AM...

Use one pupil name in examples that reflects a wider identity (e.g., Hamza, Zuzanna).

Practise saying “That comment isn’t OK here.”

Show one image that challenges a stereotype (e.g., a female engineer of colour).

Use a dual-language greeting for the day.

Ask: “Is that always true?” when stereotypes appear.

Look at one display — who is represented?

Check pronunciation of a pupil’s name — and model getting it right.

Add one book to your class library that reflects a different cultural background.

Invite pupils to share something important about their name.

Use a world map to show where languages in your class connect.

Change one maths word problem so it doesn’t default to the same cultural context.

## KEY TAKE AWAY

- Start small
- Stay values-led
- Create the conditions for meaningful change
- Let children's voices lead the way

***This is not about perfection – it is about progress.***

# THANK YOU!

Layna McGhee

Acting Depute Head Teacher

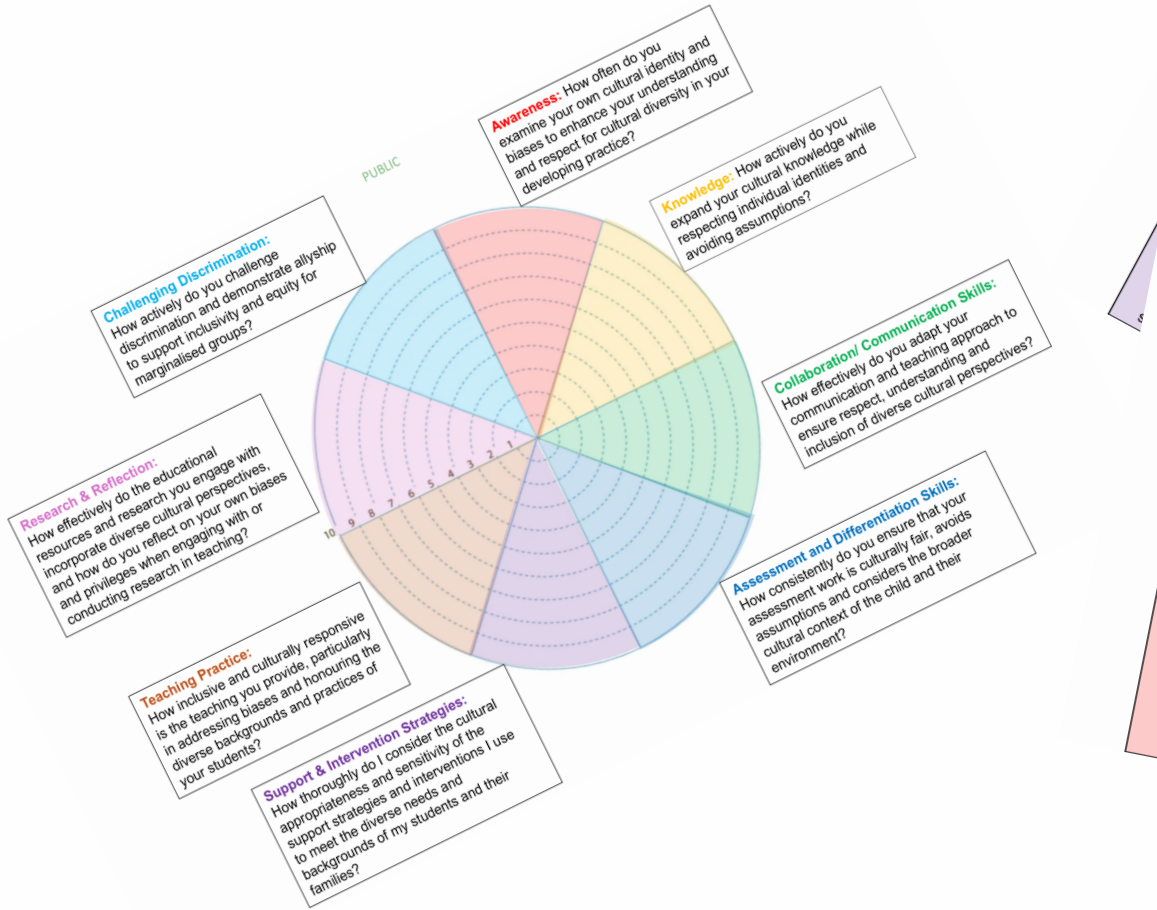
St James' Primary School (Paisley)

0300 300 1330

[layna.mcghee@renfrewshire.school](mailto:layna.mcghee@renfrewshire.school)



# Activity: Cultural Competence in Practice



Awareness	Knowledge	Collaboration & Communication Skills	Assessment Skills
<ul style="list-style-type: none"> <li>In what ways do you value diversity and view human differences as positive?</li> <li>How does your own ethnic, cultural or racial identity shape your interactions with others?</li> <li>What assumptions or stereotypes do you hold about people from different cultures and how do you address these to reduce harm?</li> <li>How does your cultural perspective influence what you consider 'appropriate', 'normal' or 'superior' and how do you reflect on these judgements?</li> <li>How often do you seek opportunities to learn about cultural differences, connect with diverse communities and reflect on the impact of power, privilege and oppression?</li> <li>How do you acknowledge the ways in which you may benefit from privilege, such as racial, cultural or social privilege?</li> </ul>	<ul style="list-style-type: none"> <li>How do you approach mistakes as opportunities for growth and demonstrate commitment to learning about cultural competence?</li> <li>How do you expand your understanding about cultural groups while respecting individuals' unique identities and avoid assumptions or stereotypes?</li> <li>How do you seek knowledge from diverse resources without placing undue responsibility on marginalised communities to fill gaps in your understanding?</li> <li>How do you use your awareness of historical and current injustices to inform your practice?</li> <li>How does your own cultural background and perspective shape your understanding of others, and how do you challenge yourself to move beyond it?</li> </ul>	<ul style="list-style-type: none"> <li>How could communication be adapted to ensure respect and effectiveness with individuals or groups whose cultural perspectives differ from your own?</li> <li>What can you do to actively seek perspectives of the child, family and other professionals?</li> <li>How could you identify and address any racial biases or cultural attitudes (both your own systems) that may prevent you from fully understanding the child's experiences?</li> <li>How do you ensure your approach avoids imposing a white-centric cultural bias and instead values of the child and family?</li> <li>When working with multilingual children or families, how do you consider and address their specific needs to ensure they can fully participate and share their views during consultations? How do you plan for and do you know how to access appropriate communication supports, such as translators or EAL services?</li> </ul>	<ul style="list-style-type: none"> <li>Are the assessment tools that you are using fair for all children or are they shaped by white cultural norms and experiences?</li> <li>Are you taking the time you need to pause, step back and explore other possible hypotheses, explanations or perspectives?</li> <li>Have you thought about the child's cultural background and that of their family?</li> <li>How have you involved the child's parents or caregivers in the assessment process, and have you encouraged and supported their participation?</li> <li>Have you considered the culture within their school or learning environment?</li> <li>How might the child's culture and race intersect with other parts of their identity, like their gender, family background or additional support need? How could these overlaps affect their experiences and the support they need?</li> <li>If English is not the child's first language, have you thought about their experiences of learning English and have you considered how their school experience might differ from monolingual English speakers?</li> </ul>