



Stonehouse Primary School



Position Statement on Anti-Racist Education: Embracing Diversity and Promoting Equality

This position statement outlines our commitment to anti-racist education, rooting our approach in the Scottish Government's Race Equality Framework, the UNCRC, and our core school values of Kindness, Respect, Resilience, Honesty, and Teamwork. Our goal is to create a school where every learner is valued, feels a sense of belonging, and is empowered to be an active anti-racist global citizen.

Our Values and Vision

Our approach to anti-racist is guided by:

- **Respect and Kindness:** We commit to cultivating an inclusive environment where every child, regardless of race or background, is treated with dignity and fairness, ensuring "Everyone has the opportunity to learn... without disadvantage in relation to racial inequality or racism." (Scottish Government Framework).
- **Honesty:** We commit to an open and honest curriculum that explores the realities of racism—not just as individual prejudice, but as a systemic issue embedded in society. We recognise that race is a social construct, but racism is a harmful reality.
- **Resilience:** We commit to supporting our staff and pupils to be resilient in addressing and challenging racism. This includes fostering a culture where difficult conversations are held with humility and mistakes are seen as opportunities for growth.
- **Teamwork:** As educators, we understand our collective responsibility to create a school and classrooms where all learners feel valued and treated equally, empowering them to engage with the increasing diversity of Scotland (11.7% of SLC pupils are from a minority ethnic background).

Our Commitment to Curriculum and Practice

To deliver a truly anti-racist education, we are committed to:

Decolonising the Curriculum

We will move away from solely Eurocentric perspectives, integrating a wider range of global narratives and the histories of minority ethnic people in Scotland. This ensures our learners meet the UNCRC's requirement to develop "respect for the child's... cultural identity, language and values... and for civilisations different from his or her own."

This commitment includes:

- Enquiring into Scotland's role in historical world events, such as the Transatlantic Slave Trade and colonial histories, and their lasting impact today.
- Amplifying under-represented perspectives and stories across all subject areas.
- Working collegiately to identify and plan for links to diversity themes across the entire curriculum, embedding these perspectives rather than treating them as add-ons.

Anti-Racist Education through Literacy

Our approach goes beyond simply recognising diversity. Anti-racist education will proactively challenge and prevent racism by providing learners with opportunities to:

- **Whole-Class Book Study:** Once a year, teaching staff select a book from the Scottish Book Trust that covers themes of diversity in an age-sensitive manner for a whole-class book study. This embeds kindness and empathy by exposing children to different experiences.
- Explore and critique stereotypes, prejudice, and discrimination.
- Understand the difference between individual and systemic racism.
- Reflect on positionality, privilege, and power to unlearn bias.

Professional Learning and Staff Confidence

We recognise that practitioner confidence in dealing with incidents of racism is often low.

- Leaders will commit to continual professional learning to develop a high level of racial literacy.
- SLC2 provides an appropriate training/ information platform so staff feel confident to talk about race, challenge racism, and teach an anti-racist curriculum.
- We will safeguard against racism and discrimination, ensuring all staff are well-equipped to prevent and respond to incidents, understanding that racism is a source of serious harm.

In line with the SLC framework, we will use our data to understand our current school culture and involve all stakeholders in co-designing the anti-racist culture we desire. This effort to embed anti-racist principles across the curriculum is a cultural change, driven by our core values, rather than a bureaucratic exercise.