



# Reflective Anti-Racist Action Plan

## About me

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## References

Britain's inherent xenophobia. Akala <https://www.youtube.com/watch?v=7YCu5B6AMoQ> (Accessed Jan 24)  
 White Privilege test, <https://www.theantiracisteducator.com/post/the-anti-racist-educator-white-privilege-test> (accessed Dec 23)  
 Saad, LF (2002) Me and My White Supremacy. Great Britain: Quercus

Ongoing professional learning

### Actions

Continue to work through "Me and white supremacy" book.  
 Continue to work on my own unconscious bias  
 Continue to attend anti racist club network  
 Continue professional reading and contact with colleagues from BRL course

### Intended impact on practice

Staff team will become active participants in the anti racism journey.  
 Myself and the team will grow in confidence to continue this journey and speak out when necessary.  
 Learn to call people in rather than call them out.

### Intended impact on learners, colleagues & families

As a team we will continue to build our racial literacy  
 We will be more able to address our unconscious bias  
 We will be able to support learners who tell us they have experienced racism.  
 Our existing supportive environment will become more inclusive & understanding of racism & intersectionality.

Support others in building their racial literacy

### Actions

Invite AL team to become part of the journey.  
 Work on continually developing the action plan together.  
 Share information from BRL course with AL team  
 Identify racist comments in media to discuss with team

### Intended impact on practice

A safe space will be created for open and honest dialogue with no judgement, to speak and be heard.  
 All staff will model the accepted behaviour in the Learning Shop.

### Intended impact on learners, colleagues & families

Learners will begin to follow the example modelled by staff.  
 People gain confidence in their increased understanding of racial literacy

Towards leading anti-racist change

### Actions

Speak to learners about their thoughts & experiences around racism.  
 Remove out of date books and resources.  
 Replace resources which better represent learners.  
 Develop a breakdown of this action plan with timescales for action - review regularly.

### Intended impact on practice

Potentially develop a learners' forum to allow learners to lead discussions.  
 LS will have a more diverse representation of books and resources to reflect our learners.

### Intended impact on learners, colleagues & families

Increased confidence of learners to speak out.  
 Increased knowledge and skills of staff team.  
 Increased empathy and understanding.  
 Potential to share and explain this practice to other teams within the Department / Local Authority.

# Action Plan

Action	Timescale	Comment	Review
Speak to staff team to explain BRL / Anti Racist Action Plan	By end March 2024		
Send clips, reading, etc to staff team to read/watch on Building Racial Literacy	By end of April 2024		
Discuss with staff team how they felt about the videos/reading	By end May 2024		
Remove out of date books and resources from Learning Shop	By end April 2024		
Order new, more culturally diverse, books and resources.	By mid March 2024	Items must be delivered by end March to come from 2023/24 budget	
Identify a way to bring learner voices into the discussion		Slightly longer-term goal. Not all learners will be able to do this. Need to be very sensitive / empathetic around asylum seekers and refugees.	