Slide 1

Together Transforming Behaviour

The ACADEMY for BEHAVIOUR LEADERSHIP

Module 6:
Becoming conscious
of the unconscious

Led by: Penny Rabiger

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Slide 2

Session Aims:

1. Consider how to identify and explore systemic & personal biases
2. Understand the relevance of anti-racist practice in the UK education system
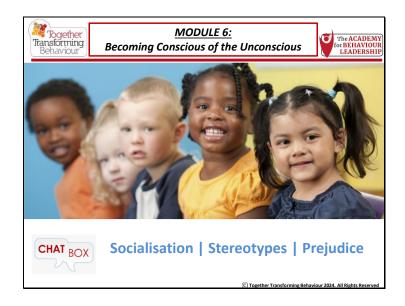3. Explore how to practice through an anti-racist lens

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Slide 3

Together Transforming Behaviour

The ACADEMY for BEHAVIOUR LEADERSHIP

Breakout Room

7 mins

Discuss:
What stereotypes, assumptions, positive and negative, do we know that some people hold about certain groups of children?

(Think about gender, race, ethnicity, age-related, class/socio-economic background, multilingualism (EAL))

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Slide 4

Together Transforming Behaviour

The ACADEMY for BEHAVIOUR LEADERSHIP
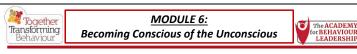
Share:
What stereotypes, assumptions, positive and negative, do we know that some people hold about certain groups of children?

Think about gender, race, ethnicity, age-related, class/socio-economic background, multilingualism (EAL)

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Slide 5

MODULE 6:
Becoming Conscious of the Unconscious

CHAT BOX

Socialisation | Stereotypes | Prejudice

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Slide 6

MODULE 6:
Becoming Conscious of the Unconscious

Socialisation

- The process of learning to behave in a way that is acceptable to society

- Often about being able to distinguish between safe or unsafe, friend or enemy, to eat not to eat, in-groups and out-groups

- Never neutral, becomes absorbed for fast-thinking

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Slide 7

MODULE 6:
Becoming Conscious of the Unconscious

Stereotypes

- Generalisations about personal attributes or characteristics of a group of people – positive or negative

- Grounded in history, politics, social

- Cognitive process of associating a characteristic with a group

- Can be internalised stereotypes we hold about ourselves

- Can affect how we react to people from perceived in-groups and out-groups

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Slide 8
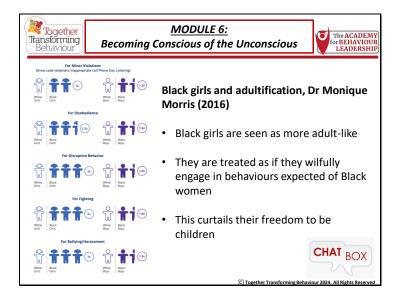

MODULE 6:
Becoming Conscious of the Unconscious
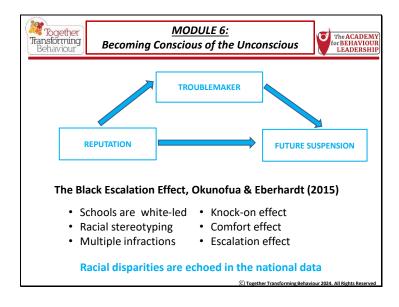
Prejudice

- Stereotypes can lead to prejudice

- Prejudice can lead to unfairness, advantage, disadvantage, harm, perpetuating stereotypes

- Need to lean into bias, slow down, understand where prejudices come from

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Slide 9

MODULE 6:
Becoming Conscious of the Unconscious

For Minor Violations
(Dress code violations, Inappropriate Cell Phone Use, Loitering)

For Disobedience

For Disruptive Behavior

For Fighting

For Bullying/Harassment

Black girls and adultification, Dr Monique Morris (2016)

- Black girls are seen as more adult-like

- They are treated as if they wilfully engage in behaviours expected of Black women

- This curtails their freedom to be children

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Slide 10

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Becoming Conscious of the Unconscious

The Essence of Innocence: Consequences of Dehumanising Black Children, Professor Phillip Goff (2014)

Girlhood Interrupted: The Erasure of Black Girls' Childhood, Epstein, Blake & Gonzalez (2017)

Compared to white girls of the same age, 5-14 year olds perceive that:
- Black girls need less nurturing
- Black girls need less protection
- Black girls need to be supported less
- Black girls need to be comforted less
- Black girls are more independent
- Black girls know more about adult topics
- Black girls know more about sex

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Slide 11

Slide 12

MODULE 6:
Becoming Conscious of the Unconscious

TROUBLEMAKER

REPUTATION

FUTURE SUSPENSION

Racial disparities are echoed in the national data

Black children are not more badly behaved, they are more rapidly *identified as misbehaving*, and more rapidly punished, and more harshly sanctioned for their perceived behaviour

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Slide 13

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Slide 14

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Slide 15

MODULE 6:
Becoming Conscious of the Unconscious

Race is....

A made up idea to justify exploitation – it is an ideology rather than a biological fact

Less than 1% of our genetic make-up is different across supposed races.

The impact of racism is absolutely not made up

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Slide 17

MODULE 6:
Becoming Conscious of the Unconscious

Examples of racist behaviours

In practice it can mean the following actions, based on race and ethnicity:

- not addressing allegations of racism appropriately or treating complainants as 'trouble-makers'
- blocking progression, acting up or learning opportunities within employment and education
- avoiding or isolating people, or not inviting them to social or networking events
- subjecting people to greater scrutiny or monitoring
- using negative language or making 'jokes' about people's race/ethnicity
- 'colour blindness' (ignoring race and its impacts)
- not providing appropriate support or not responding to cultural or religious needs
- assuming superiority of 'people like me' over 'people like them'
- stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same)
- making people into 'other' (perceiving them as different from what is 'normal')
- behaviours that signal that someone doesn't belong or isn't welcome
- directly insulting or hurting people

Brighton & Hove
City Council

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MODULE 6:
Becoming Conscious of the Unconscious

How is race and racism baked into the system and how can we practice in ways that are antiracist?

Racist incidents: You are not there to decide *if* it was racist. Educate, build trust, restorative justice.

Bullying: Does our antibullying policy, training and activities with pupils detail our whole-school understanding of racism and racist bullying specifically?

Banter and jokes about race/ethnicity/religion: Stop, ask where that came from, enquire further, unpack together, educate (even if you have to research and come back), reframe, restore.

Stereotyping & othering: Do you know what this looks/sounds like? Interrupt, open up don't close down/avoid, give space to understand where these come from and why. "I'm curious to know more about…"

Children insulting, hurting, excluding or isolating others : "Please tell me how you feel about what is happening here and why"
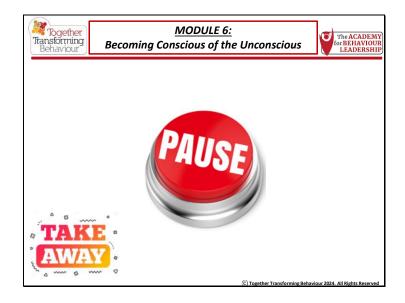
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MODULE 6:
Becoming Conscious of the Unconscious

Be aware of how school policy and practice will:

- **Block progression, learning opportunities, engagement:** streaming, setting, exclusion, exclusion from extra curricular activity

- **Not provide appropriate support:** the intersection between race and SEND

- **Engage in stereotype & othering:** Cultural Capital/ EAL/ Language gaps/ Assumptions around FSM/Poverty/Single parent families all baked into edu-speak, Ofsted, DfE expectations

Let's *assume we do these things*, and try to see *how*, rather than assume we don't and believe that racists are bad apples and outliers.

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Slide 20

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Slide 21

MODULE 6:
Becoming Conscious of the Unconscious

Sources:

Brighton & Hove Council racism definition https://www.brighton-hove.gov.uk/council-and-democracy/equality/becoming-anti-racist-city/racism-definition

Chapman, T. & Bhopal, K. (2019) The perils of integration: exploring the experiences of African American and Black Caribbean students in predominantly white secondary schools. Ethnic and Racial Studies, 42:7, 1110-1129

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Okonofua, J. & Eberhardt, J. (2015) Two Strikes: Race and the Disciplining of Young Students

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Slide 22

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