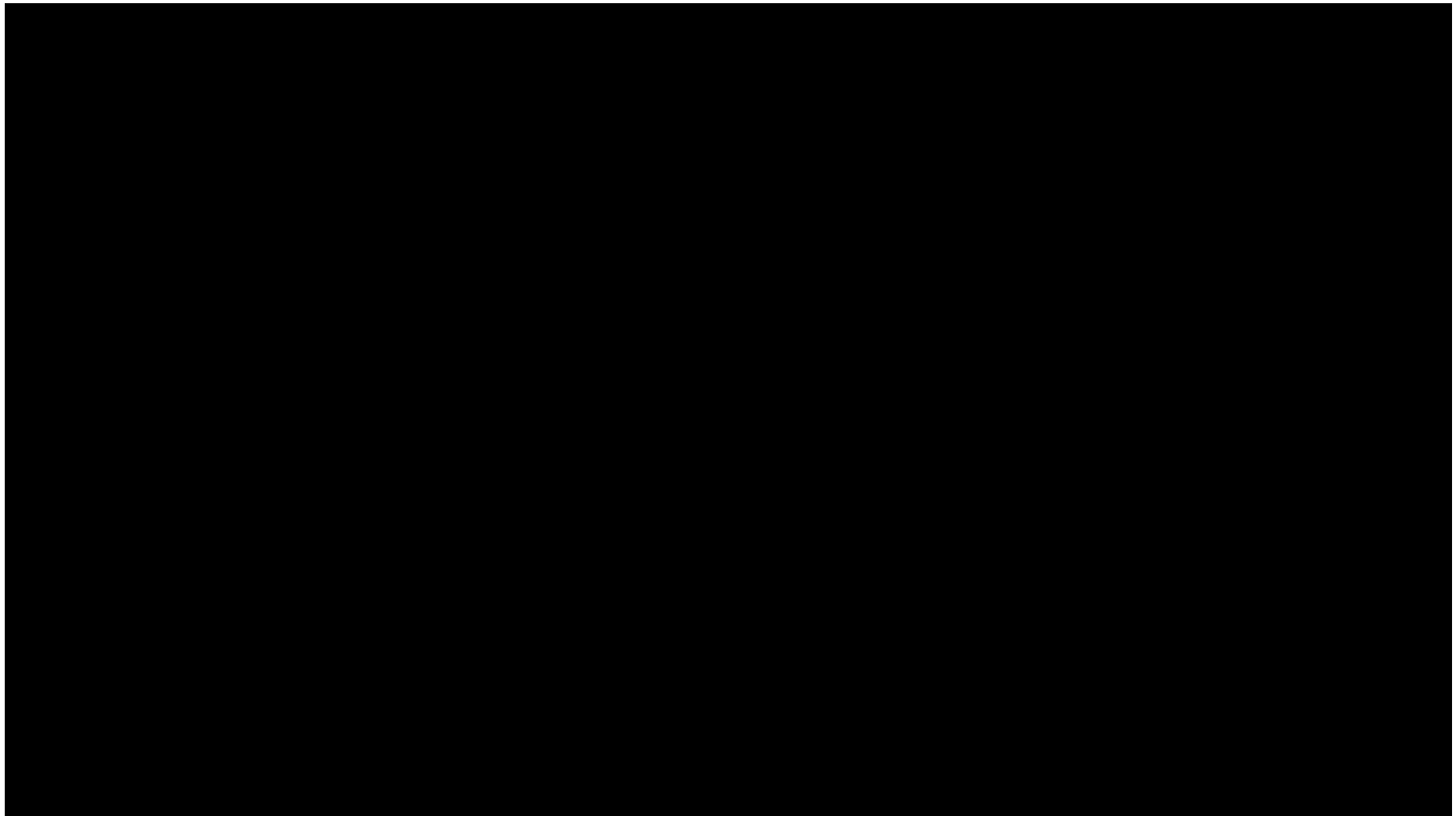


Racial Literacy – Module 2

Experiences of South Asian Students

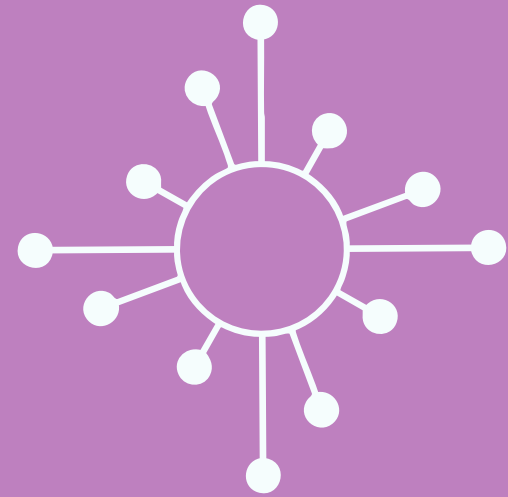




Kendrick School

1

Why racial literacy training?



The big picture ...

To empower everyone to disrupt inequality and bias, embedding a culture of belonging and opportunity for all.



Research shows “belonging” boosts pupil outcomes



Attainment

Improved grades,
engagement,
and motivation



Wellbeing

Better mental
health, self-esteem, and
resilience



Attendance

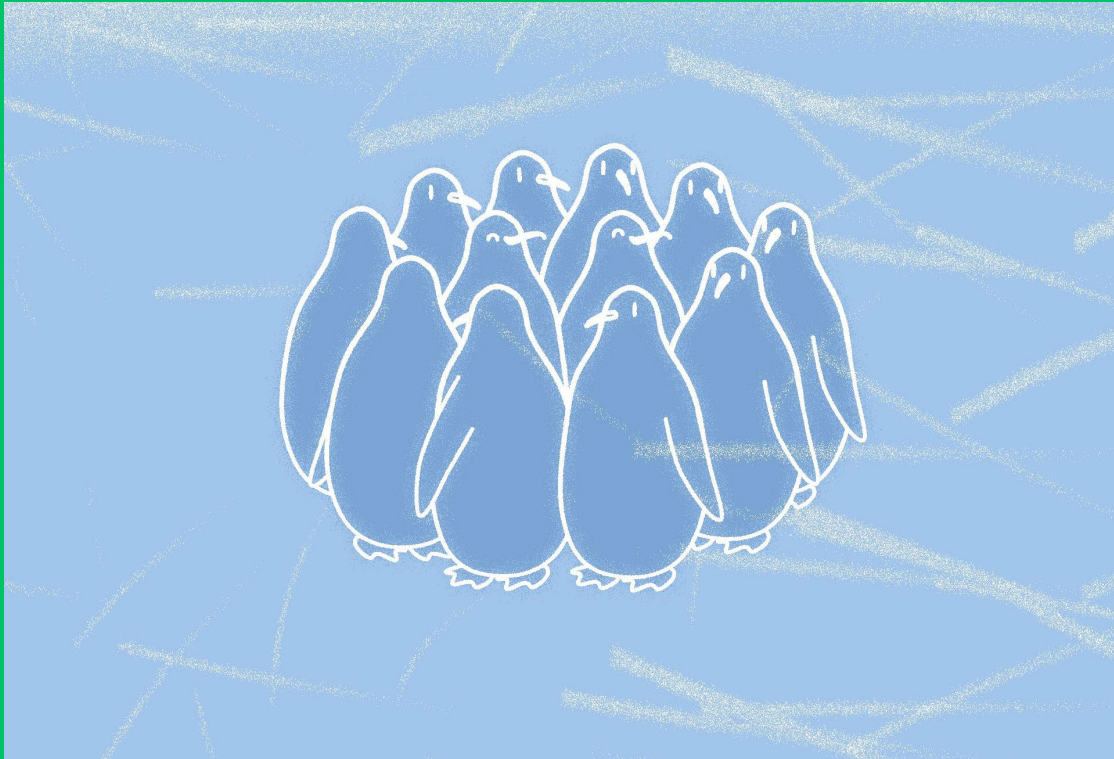
Reduces absenteeism,
disengagement,
and drop-out risk



Harm reduction

Buffers against
the negative impacts
of bullying and
social exclusion

We want every student at our school to belong

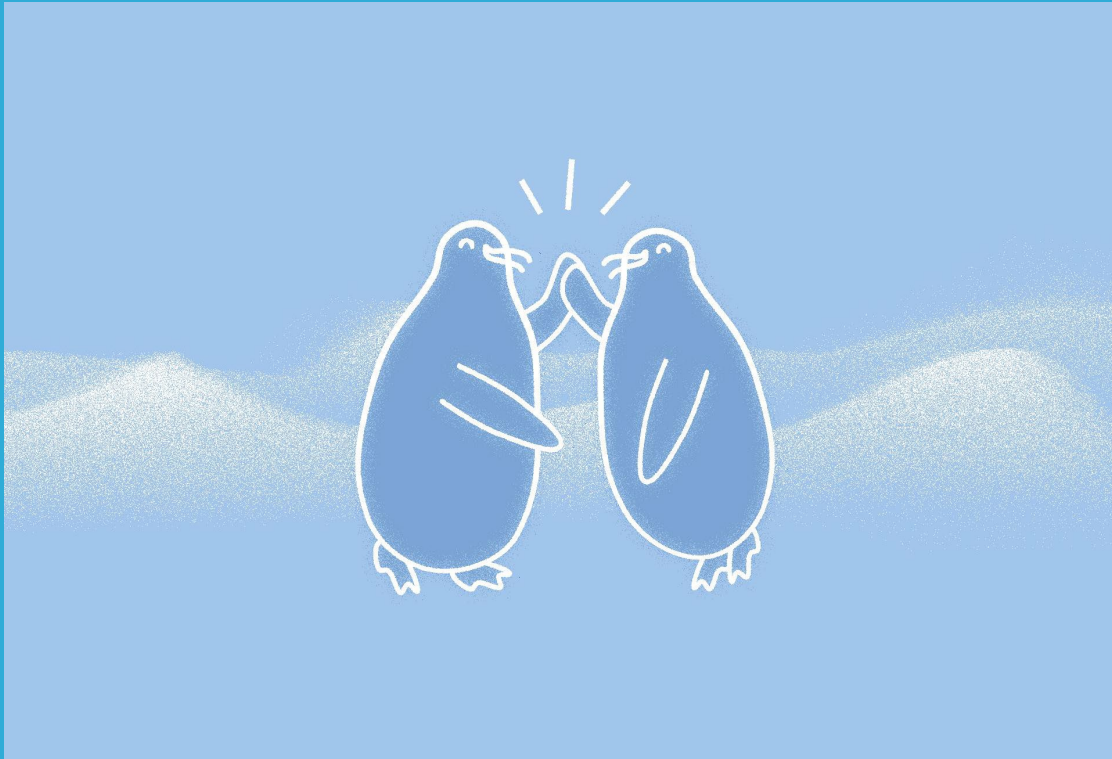


This is important at Kendrick because;

- Part of our inclusion aims, safeguarding and personal development work and matches our vision and values in KSDP.
- Supports student/staff relationships
- Empowers students

- It fits with our inclusion strategies and should enable us to:
 - ✓ Identify and disrupt racial bias
 - ✓ Recognise the links between belonging, wellbeing and outcomes
 - ✓ Build a set of practical actions to change individual practice and inform school wide strategy.

Belonging strongly correlates with improved outcomes



Kendrick School Ethnicity January 2025

64% South Asian, any other Asian background

16% White British and any other white background

8% Chinese

6% Any mixed background

4% Any black background

2% any other ethnic group

Staff ethnicity data does not mirror our students. The more we can understand through racial literacy education the more we can support them with belonging.

There was an impact following the Black Heritage module, we want to build on this.

3

Hemisphere impact so far

Year 1 training: Black heritage



Hemisphere's impact in our school: Year 1

Staff Data February 2025

	All schools	Our school
Completion rate	85%	96%
This training has helped you understand Black children's school experiences better.	92%	88%
Hemisphere covered topics and issues not covered by other training or CPD you have done.	87%	85%
You are likely to do one or more things differently as a result of Hemisphere.	86%	82%
You would benefit from further insights about best practice and bias in schools.	82%	84%
You would recommend this training to a colleague.	88%	87%

Hemisphere's impact in our school: Year 1

Student Data April 2025

	All schools	Kendrick School
Completion rate	85%	94%
Hemisphere has helped you understand the kinds of things that can put you or your classmates into Survival Brain.	86%	93%
Hemisphere has helped you feel more confident to talk about issues to do with race and racism.	80%	87%
You are likely to make changes to your language or behaviour as a result of Hemisphere.	75%	80%

Our top actions

The top actions are those selected most often in our staff's personal action plans, highlighting key focus areas.

- 1 Get names right.**
- 2 Be racially literate.**
- 3 Talk about race and racism.**
- 4 Be aware of different speech patterns.**
- 5 Check your language.**

Impact – Staff voice

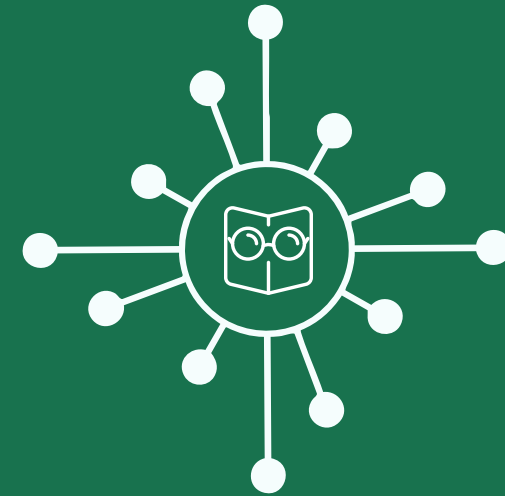
- *“Aim to have an insight into what is causing the educational gap with **my** black students and how to address it in **my** class.”*
- *“Give clearer warnings when discussing difficult academic content related to race.”*
- *“Be more empathetic and understanding of some attitudes which have previously irked me.”*
- *“I think I already am quite good at being inclusive in the classroom but I would like to make sure that I do not mix up students’ names that are from the same ethnicity. This is something I have done in the past and I realise that I need to take more care with this.”*

Impact – Student voice

- *"Celebrate everyone equally, no matter their background."*
- *"I have a new view of everything now. Stuff I did unintentionally before I can now avoid."*
- *"I will learn more about other peoples' cultures so that I can stop assuming things."*
- *"I am already conscious of many of the points covered, but having a reminder reinforces the important of equality and respect."*

4

New focus:
South Asian heritage



British South Asians in our school community



Student data October 2025

Ethnicity

Indian 47.4%

Pakistani 8.29%

Bangladeshi 0.96%

Any other Asian background 7.76%

Religious Background

Hindu – 42.4%

No religion 16.7%

Muslim 15.4%

Christian 12.6%

Roman Catholic 5.8%

Buddist 3.2%

Sikh 2.02%

Other faith 1.28%

How does a focus on South Asian heritage fit with our priorities?



School
demographics



Raising
attainment



Improving behaviour



Improving attendance



Supporting
student-staff
relationships



Enriching curriculum



Safeguarding



Creating
belonging

South Asian heritage







In the UK, the largest South Asian heritage populations are **Indian** and **Pakistani**, followed by **Bangladeshis**, who sometimes call themselves Bengalis.





There are also smaller South Asian communities from **Sri Lanka** and **Nepal**.

Collectively, these groups are often referred to as "Asian," but we use the term "South Asian" because Asia also includes regions such as China, the Philippines, and Vietnam.

South Asian students

-  Racist banter, jokes and racial slurs
-  Violence and bullying not being treated sufficiently seriously
-  Minimisation of their experience
-  Sikhism not being acknowledged

reported these issues

-  Differences between South Asian students not being understood
-  Lack of accommodation for practical needs connected to their identity
-  Assumptions made by teachers and peers about parents and cultural norms
-  Stereotyping

Next Steps

- Timeline:
 - Staff to complete second module on Tuesday 21st October (Twilight Inset)
 - Students to complete second module in December and January 2026.
- PowerPoint sent to all staff
- Please talk to CK or any member of SLT if you have questions

