



**Nottinghamshire
County Council**

Equality – Everyone's Business

An Anti-racism Toolkit for Schools and Education Settings



Version 1 May 2021



This is a guidance document for schools and professionals, produced following the murder of George Floyd in the USA and the spotlight this incident placed upon continuing structural and systemic inequalities across the world.

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1. Introduction

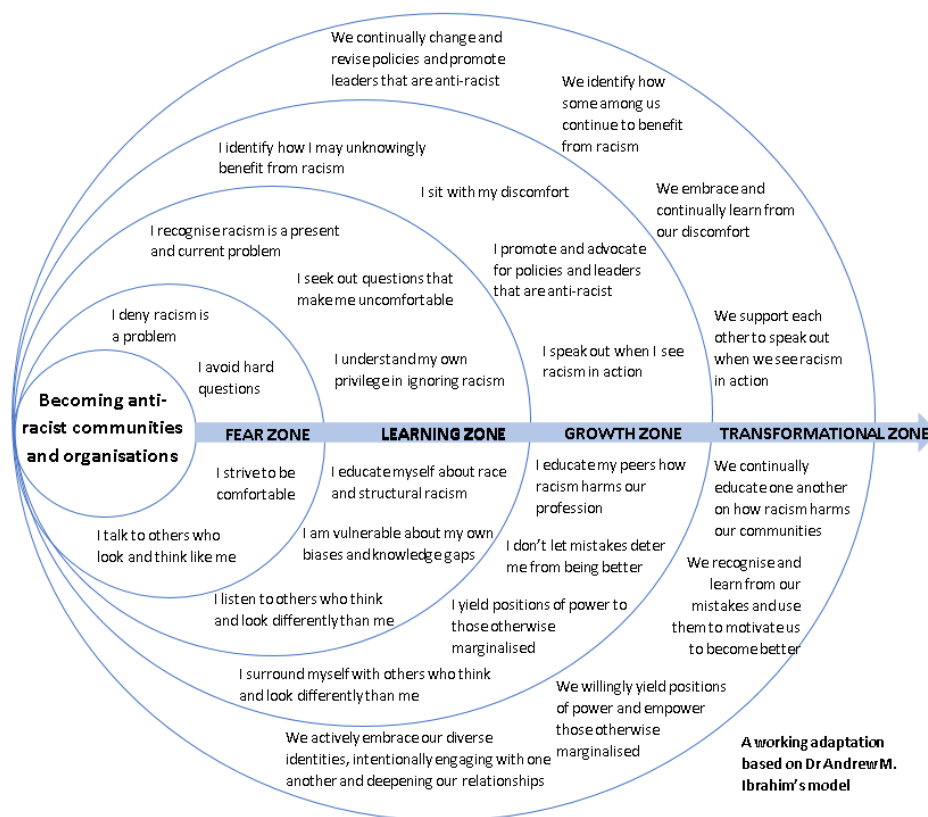
Equality is a word often used. Whilst enshrined in legislation, recent events have brought it to the fore and may have led us to think about things in a way we previously have not. This is not an easy journey and may stir up all sorts of emotions. The fact that you have opened this toolkit in itself is acknowledgment that you are taking hold of this issue and want to make things better.

We acknowledge that systemic racism affects black and brown people, those of Gypsy, Roma, Traveller (GRT) heritages, and those from ethnic backgrounds not defined and racialised As White British. However, we are placing the focus on Black communities as a group of individuals affected by the race-based inequalities which led to the murder of George Floyd in the USA. While the context is different in the UK, racial inequalities still exist. In the UK, in 1993, Stephen Lawrence, a Black teenager, was killed by a group of young White men. Subsequent failings by the police meant that justice was not served and the McPherson inquiry of 1999 determined that these failings were a result of institutional racism. In 2018, the government announced a national day to commemorate Stephen Lawrence's life. It is celebrated on 22nd April each year, the anniversary of his death. [Stephen Lawrence murder 20 years on: what impact has it had on Britain? - YouTube](#)

This toolkit is Nottinghamshire Education, Learning and Skills division's response to support schools to be active anti-racist allies for the Black community. This does not mean that the principles here do not apply to other ethnic minority groups. The resources' section will provide opportunities to consider how racism impacts on the lives of other affected communities, including but not exclusive to Gypsy, Roma, Traveller (GRT), refugee/asylum-seeker, Eastern European and those who speak English as an additional language.

Aims of this toolkit

- To support education professionals, regardless of the community demographic, in becoming effective anti-racism practitioners
- For anti-racist principles and practices to become a part of not only our working lives but also our personal lives
- To promote racial literacy and anti-racism for our children in order to create a generation of young people who are confident to embody these principles and practices
- To help professionals to be confident in challenging racism as they come across it in an active and effective way
- To move us all into the growth zone and towards the transformation zone (see image below)



Adapted by Andrew M. Ibrahim MD, MSc from “Who Do I Want to Be During COVID-19” chart (original author unknown) with ideas drawn from Ibram X. Kendi’s work.)

This toolkit was developed to provide schools and other education settings with guidance around anti-racism. This work is necessary for all schools everywhere, regardless of their demographic and regardless of whether people consider that these issues affect them personally.

Schools and other education settings play an important role in supporting children and young people to understand racism and to become anti-racist. They can create an inclusive environment where learners feel welcome and valued.

There have been many requests from schools and professionals within Nottinghamshire seeking guidance and direction on this important topic. This toolkit has been written with a focus on equality for all, and while the guidance will focus predominantly on race and anti-racism, there are general principles of good practice that can apply to other protected characteristics, as defined in the [Equality Act \(2010\)](#).

Taking Care

It is important to note that we are presenting information specific to experiences of racism which can evoke strong emotional responses. This could happen to you regardless of where you (or your setting) are on the anti-racism journey. In light of this, you may wish to seek support in managing your individual emotional reaction or response to racism, and this support comes best from a group of “critical friends” (people who can support you and challenge where needed).

It is important to acknowledge that this work may be triggering for those staff who are affected by race-based inequalities and that they may have different support needs (see Appendix A).

We need to ask the question, ‘What kind of society do I want to live in?’ then begin to make the changes we need in everyday contexts for justice and social equity.

Came & McCreanor (2015) p.39

The seminal work of Pickett and Wilkinson (2011) has presented compelling evidence that countries in which the degree of inequity is smallest are the healthiest and happiest societies.

Came & McCreanor (2015) p.35

2. Why do we need to do anti-racism work in our schools?

Chris Gaine (2005) identified two overarching reasons as to why education professionals should concern themselves with anti-racism work – *pragmatic* and *principled*.

Principled reasons for engaging with anti-racism work:

- To equip young people with an understanding of the diverse society they may live in
- To provide a safe and affirming education experience for Black children and other young people. In a [recent article](#) in The Guardian (September 2020), it was reported that almost one third of children have heard racist comments at school.

Pragmatic reasons for engaging with anti-racism work:

Legal frameworks, including the [Equality Act \(2010\)](#), place a duty on professionals to do this work.

The current [Ofsted framework \(2019\)](#) includes a separate ‘[Equality, diversity and inclusion statement](#)’ and places a duty on inspectors to assess how far schools are compliant with equalities legislation. This includes the expectation that schools and education settings:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- Pupils have an understanding of the protected characteristics and how equality and diversity are promoted
- Prepare pupils for life in modern Britain - Social, Moral, Spiritual & Cultural curriculum (SMSC)
- Relationships & Sex (RSE) curriculum- there is a statutory duty on schools to ensure pupils are equipped to deal with all aspects of modern life, including having an awareness and understanding of British law
- The Education for All Strategy – encourages practitioners to consider the experience of discrimination alongside disadvantage as a barrier to learners fulfilling their potential.

3. How to move towards becoming anti-racist

Here are six top tips for moving towards becoming anti-racist. These are adapted from [*An Introduction to supporting LGBT children and young people: a guide for schools, colleges and settings*](#). Use them as a conversation starter in a staff meeting, discuss them with your diversity or equity & inclusion group, and consider them when reviewing your policies, and curriculum content.



Train all staff in an ongoing and active manner



Be supportive - Believe the lived experiences young people and their families share with you



Challenge racism whenever and wherever you see it



Address racial inequality in the curriculum



Talk about Black people and topics - including a range of Black identities and experiences



Include Black young people, staff and parents/carers in the conversation

This toolkit was developed by a working group consisting of representatives of various teams within the Education, Learning and Skills division at Nottinghamshire County Council

Here is a table of important questions to consider:

Questions	Responses
<p>What is 'race'?</p> <div> <p>'Although race isn't real, racism certainly is. The racial categories to which we're assigned based on how we look to others or how we identify ourselves, can determine real-life experiences, inspire hate, drive political outcomes and make the difference between life and death'.</p> <p>Jenee Desmond-Harris</p> </div> <p>11 ways race isn't real - Vox</p> <p>What is ethnicity?</p>	<p><i>'Race': Any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry. (Merriam-Webster). The notion of race was constructed and has no genetic basis. The division of race into categories based on the way people look was socially constructed in order for one group to wield power over another and create/ maintain wealth. (@everyday-racism_)</i>For further information: Radio 4 interview with Dr Adam Rutherford</p> <p>Racialise: <i>To make racial in tone or character. Categorise or divide according to race. "the ways in which language is used to colonize, racialise, and commodify the Other"</i> (Google – Oxford Language definition).</p> <p>Ethnicity: <i>Large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background. (Merriam-Webster)</i></p> <p>Race and ethnicity are used to categorize certain sections of the population. In basic terms, race describes physical traits, and ethnicity refers to cultural identification. Race may also be identified as something you inherit while ethnicity is something you learn.</p>

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What is racism?

Good people are not racist, only bad people are. This neat binary is a great way of avoiding any real discussion at all. But without the structural violence of unequal treatment before the law and in education, and a history of racial exploitation by states, simple acts of personal prejudice would have significantly less meaning.

Akala, Natives: Race and Class in the Ruins of Empire

To understand racism as institutional (and structural) is to recognise the ways in which racism is woven into the fabric of society's institutions. This understanding enables teachers to see, and therefore respond to, the ways in which the education system can and does reproduce racism and racial inequalities.

p.8 *Race and Racism in English secondary schools* Runnymede Trust (2020)

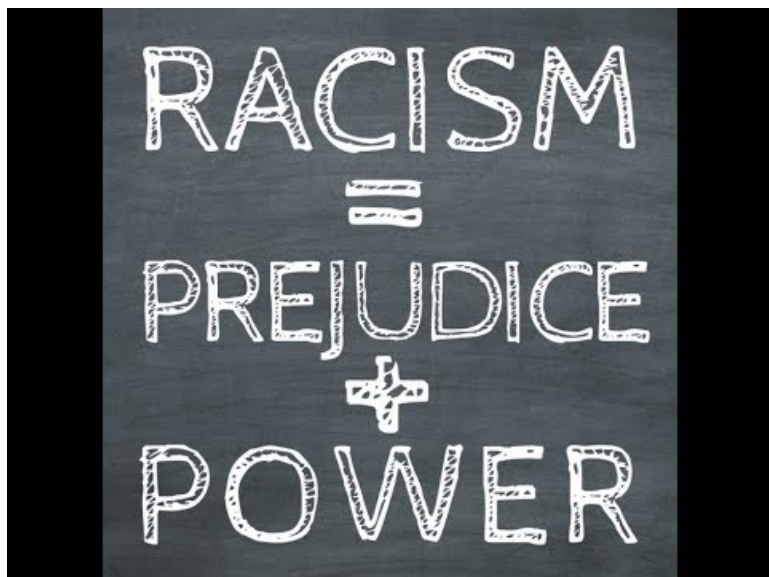
In the UK, major institutions operate in ways that discriminate against Black, Asian and minority ethnic (BAME) people including children. This includes education, health systems, employment and the criminal justice system. This is **structural racism** [Barnados \(July 2020\)](#).*

**Please refer to Appendix C for a glossary of terms which includes reflections on the use of this acronym.*

'Racism can show up in decisions made by legislators and politicians that disregard the lives of Black people. A notable example of how one decision made by people with power can produce structural racism is the Windrush scandal. After decades of living and working legally in the UK, changes to immigration policy meant Black Britons were considered illegal and were in some cases wrongly deported'. [Is racism in the UK really as bad in the US?](#)

Racism takes many forms. In the UK, racism often manifests in covert, everyday occurrences that sit out of plain sight, away from the public eye, e.g. microaggressions (see *Appendix C Glossary*).

What is the difference between racism and prejudice?



From: [RACISM 101 \(weebly.com\)](http://racism101.weebly.com)

How does racism impact Black young people and adults?

Prejudice		Racism
A preconceived opinion of another person based not on reason or experience.		Belief that race is equated with particular traits
...		...
Can be positive or negative	VS	Belief that some races are superior to others
...		...
Some (but not all) are racial in nature, and have racist outcomes		Results in an unequal distribution of power, on the basis of race
...		
Unlikely to impact people as negatively as racism		

Source: [ThoughtCo](https://www.thoughtco.com)

There is a large and growing body of robust evidence demonstrating that racism leads to mental illnesses, especially depression: [The Impact of Racism on Mental Health \(Bhui et al, 2018\)](#)

Racism as trauma: [Not All Superheroes Wear Capes](#) TED talk by Nova Reid

	<p>Racism can lead to worse health outcomes: How Covid-19 is affecting BAME Children. Black women are five times more likely to die in pregnancy, childbirth or in the postpartum period, compared to their White counterparts. Asian women were also twice as likely to die compared to White women: Saving Lives, Improving Mothers' Care (2019)</p> <p>Fixed-term and permanent exclusions are issues which disproportionately affect Black Caribbean and Black African children – particularly boys. Black Caribbean boys are three times more likely than their White counterparts to be excluded and Mixed: White/Black Caribbean students are also more likely to be excluded than their White counterparts: Exclusions Review 2018 (Gillborn & Demack). The same report noted that: 'Teachers' greater sensitivity to the behaviour of Black students can lead to them being singled out for harsher treatment', (p.2).</p> <p>Video showing Unconscious bias towards Early Years children (2 minutes long), based on the study of Gilliam et al (2016).</p> <p>Attainment/awarding gap GCSE attainment of Black Caribbean pupils is falling</p> <p>Black Caribbean Underachievement in Schools in England - Lambeth Report</p> <p>School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)</p> <p>Timpson Review of School Exclusion (publishing.service.gov.uk)</p> <p>The relationship between exclusion from school and mental health: A secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007 Request PDF (researchgate.net)</p>
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What is anti-racism?

The opposite of racist isn't 'not racist.' It is 'anti-racist.' What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an anti-racist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an anti-racist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an anti-racist. There is no in-between safe space of 'not racist'

Ibram X. Kendi, How to Be an Antiracist (2019)

Anti-racism is acknowledging that racism does exist in our schools and settings and supporting those who do not recognise this to develop their knowledge and understanding of British history, to recognise harmful stereotypes and assumptions, and to listen, reflect and respond appropriately to the lived experiences of Black people.

Anti-racism is proactively examining the structures, systems and processes within our organisations, then taking conscious action to provide equitable opportunities for all people, on an individual and systemic level.

Anti-racism is accepting that, although talking about racism is difficult, being called out on racism is not worse than the harm caused by racist words and actions.

[TED talk by Ibram X. Kendi about anti-racism](#)

<p>‘But we have hardly any Black children in our school’</p> <div data-bbox="181 325 855 746"> <p><i>... the main reason for promoting race equality in schools in majority white areas is that the majority need it. They need it partly for their futures in a Britain that will never again be the white society of myth and memory, but they also need it to be informed young citizens.</i></p> </div> <p><u>We’re All White Thanks: the persisting myth about 'White' schools</u> Gaine (2005) p. 13</p>	<p><i>Anti-racism work is important in ALL schools, not only those with high minority ethnic populations.</i></p> <p><i>Children and young people who live in areas with very little contact with minority ethnic groups tended to hold negative beliefs about them. This is a problem because these beliefs influence the ways children and young people behave towards people from minority ethnic backgrounds.</i></p> <p><i>There are greater inequalities for Black, Asian and minority ethnic people in areas that are majority White, so we must be particularly aware of this and be prepared to address issues in a county with a largely White majority such as Nottinghamshire.</i></p> <p><i>The <u>2011 census</u> shows that there is an increasing proportion of Black, Asian and minority ethnic people in Britain, particularly in the younger age groups. This means that the numbers of minority ethnic children in schools is likely to increase, and schools must be prepared to meet the needs of these children and to address inequalities.</i></p>
<p>‘I don’t feel knowledgeable or comfortable enough to talk to children about anti-racism.’</p>	<p><i>It is important to acknowledge that anti-racist work can be challenging and may lead to feelings of discomfort, especially for White people who, as part of the majority race in the West, may not be used to discussions on race. As professionals we must accept that there may be feelings of embarrassment or shame in having difficult conversations, and that this is ok because it is how we will learn to address misunderstandings and unhelpful beliefs and practices (see Appendix A – Resources for individual anti-racism learning).</i></p> <p><i>It is important that we talk to children about racism and don’t give them the message it is something not to be discussed: <u>How silence can breed prejudice</u></i></p>

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No-one wants to talk about race, no-one does, it's difficult. It's a difficult topic and obviously I understand if you're a white female, you're talking about race and you're talking about racism it's an uncomfortable subject because again you need to have the training to speak about it, but training, I think everyone needs to be able to sing off the same hymn sheet.

p.7 Race and Racism in English secondary schools Runnymede Trust (2020)

'When we do not talk about race and identity actively, children are more likely to internalise any racism, and form a negative view of themselves; they are more likely to pick up stereotypes about people and incorrectly judge them; and they can be unsure of how to tackle any racially charged words and actions targeted at them or at others around them.'

p. 9 Wish We Knew What To Say. Pragya Agarwal (2020).

Age appropriate responses are important. The Goldilocks principle is that we tell children just the right amount, that they are able to understand, according to their level of development.

Disney movies can be a starting point: discuss how the baddies are often dark skinned. Why is this?

[Talking to children about racism \(US-based\)](#)

[How to talk to your kids about anti-racism: a list of resources \(US-based\)](#)

What can we do at a whole school level to facilitate change?

In order to effectively address racism in schools and settings, organisational changes are likely to be needed. The National Education Union (NEU) have produced an Anti-racism Charter: [Framework for developing an anti-racist approach](#), which includes a range of resources to explore ideas around race equality and to plan how to tackle racism with children, young people and staff. You may wish to:

- *Consider whether the leadership have a commitment to anti-racist values and a whole school/college approach to race equality: [Leadership Checklist](#)*

Schools should have strong and clear antiracist policies that provide guidance on how to respond to interpersonal student racisms, but that also set out how the school plans to centre an institutional commitment to anti-racism

[The Runnymede Trust](#)

- Audit the curriculum: [Teaching and learning checklist](#), [Whose W.O.R.D.D. counts?](#) (see also **Appendix B - Anti-racism curriculum resources**)
- Ask for feedback from Black learners and parents/carers: [Power and Voice](#)
- Consider the extent to which the school is inclusive and fosters a sense of belonging for all: [Wellbeing and belonging](#)
- Gather accurate data on ethnic origin (e.g. on SEND, exclusions, attendance and attainment) and use it to inform conversations and action.
- Review your equality data and information for your school and wider community, including hate crime data. Set Equality Objectives and develop an Equality Action Plan which ensures there is focus on how you will fulfil your duties under the Equality Act 2010 (see Nottinghamshire School's Portal TETC pages for useful templates and exemplars)
- [Addressing Inclusion: Effectively Challenging Racism in Schools](#) - by the Scottish Government
- [3 Ways for Schools to Improve their Race Relations now](#) (article from The Guardian, June 2020)
- [Tackling racism in the workplace CIPD](#)
- Your link educational psychologist can help you consider what organisational change processes may be appropriate for your context and purpose: [Educational Psychology Service website](#)

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How can staff CPD help?	<p><i>Effective CPD will equip staff with the confidence to engage with this topic and to share it with the children they work with. See Tackling Emerging Threats to Children (TETC) team, Achievement & Equality team and Educational Psychology Service training offers.</i></p> <p><i>Consider including diversity and inclusion as part of performance reviews and as a standing item on team meeting agendas.</i></p> <p><i>Encourage reflective practice, i.e. looking at and challenging our own beliefs, assumptions and privilege. Are staff critical thinkers? Can they reflect on their experiences and how they have been shaped by them? Do they consider that they might change their views/opinions?</i></p> <p><i>Explore Implicit bias: Harvard Implicit Association Test and How do we 'other'? The Psychologist (May 2019)</i></p> <p><i>Provide safe spaces to discuss – considering the differing needs of Black and White members of staff in this area.</i></p>

<p>How can we ensure our behaviour management approaches are anti-racist?</p> <p>‘All behaviour policies must support positive behaviour for learning and support young people to take responsibility for their behaviour. However, there are huge racial disparities in exclusions: and zero tolerance behaviour policies are shown to disproportionately harm and segregate Black pupils, working class pupils and children with SEND. Your behaviour policy should empower you and your colleagues to make professional judgements. Staff must feel supported and part of a team - but behaviour policies must aim to support pupil wellbeing and understand what is causing or triggering challenging behaviour. Adverse childhood experiences (ACE) play a huge part in what contributes to children’s behaviour’.</p> <p>NEU Framework for Developing an Anti-racist approach</p>	<p><i>This toolkit should be read alongside the Understanding Behaviour in schools: a relationship-based approach to inclusion toolkit, which promotes a relational, restorative approach to responding to behaviour.</i></p> <p><i>It will be helpful to develop collaborative working with young people and their families. Ask them what can be done better in this area.</i></p>
<p>What further resources might be relevant to anti-racism work?</p>	<p>Anti-Bullying / NCC Schools Portal (nottinghamshire.gov.uk)</p> <p>Hate speech: Nottinghamshire Police Hate Crime reporting</p> <p>Safeguarding: Keeping Children Safe in Education</p>

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Appendix A - Resources for individual anti-racism learning

This resource was produced as part of a toolkit for schools and education settings, to support individual work on anti-racism. It should be read alongside *Equality - Everyone's Business*, which provides a framework for anti-racism in schools and other settings.

This section includes a range of resources for individual staff members to explore in order to develop their own understanding of racism and anti-racism work. These can be used as part of whole school/service, staff group CPD, or individually by members of staff.

1. Introduction
2. Videos
3. Articles
4. Booklist
5. Films
6. Wellbeing support for people experiencing race-based inequalities
7. Further resources

1. Introduction

Discussions around race and racism can be uncomfortable. For many people this is because they have not had much experience of thinking or reflecting on their own racial experience and may be afraid of getting it 'wrong.' Everyone is at a different stage of understanding. You can take the responsibility as an individual to learn by engaging with some of the resources below.

2. Videos

TED talks about racism by black people:

[Not All Superheroes Wear Capes](#) by Nova Reid (15 minutes)

[How to Deconstruct Racism](#) By Baratunde Thurston (16 minutes)

[The Danger of a Single Story](#) by Chimamanda Adiche Ngozi (18 minutes)

[BBC One - Why Is Covid Killing People of Colour?](#)

Documentaries about racism:

[Black and British: a forgotten history](#) A 3-part series by David Olusoga

[10 documentaries to watch about Race](#)

[List of Films and Documentaries](#)

Becoming Anti-racist

[How to be an active bystander](#) (webinar - 33 minutes)

[Managing microaggressions in the workplace](#) (webinar - 34 minutes)

[Race & Identity in the 21st century](#) webinar (1.5 hours) with Layla F. Saad, author of [Me and White Supremacy](#)

[ITV video clip on representation](#) (90 seconds)

[Changing attitudes through talking and listening](#) Nottingham Together website. Tips for having difficult conversations.

3. Articles & Reports

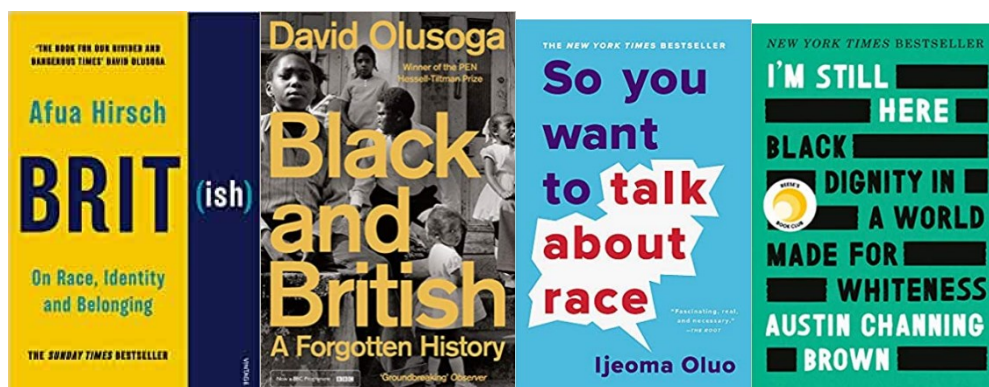
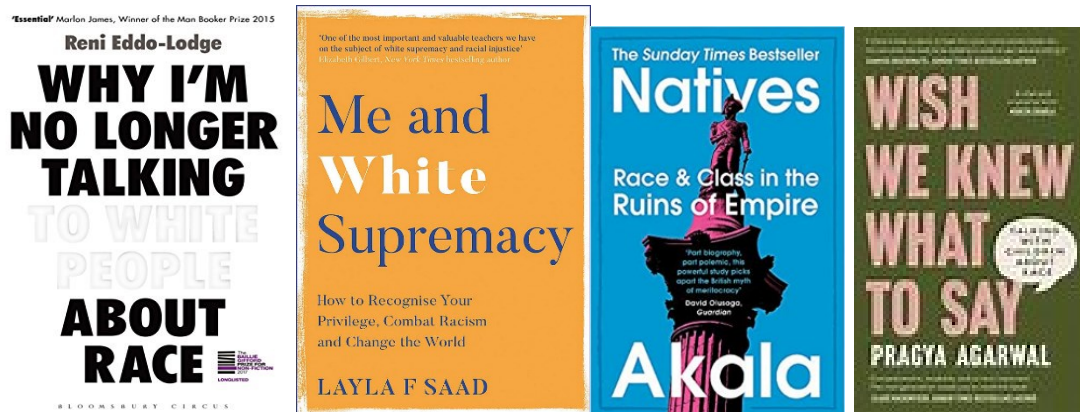
[Reflections of a Black British teacher](#)

[What it means to be an anti-racist organisation](#)

[Bullied, not believed and blamed: the experiences of Gypsy, Roma and Traveller Pupils; recommendations for schools and other settings](#)

4. Booklist

Non-fiction



Booklist including Fiction:

[Read Against Racism: An Essential Book List | Waterstones.com Blog](#)

Black British bookstores:

[No Ordinary Bookshop](#)

[New Beacon Books](#)

[Afrori Books](#)

5. Films

[From Pressure to The Last Tree: 10 of the best black British films | Film | The Guardian](#)

[24 Anti-Racist Movies and TV Shows You Can Stream Right Now | Glamour](#)

6. Wellbeing support for people experiencing race-based inequalities

[RESOURCES — \(blackmindsmatteruk.com\)](#) Black Minds Matter UK connects Black individuals and families with mental health services across the UK. By messaging them through their website, they can connect people to Black therapists.

[Welcome to Nottinghamshire Mind - for better mental health](#) Information and support for general mental health.

[Communities Inc](#) Communities Inc. are a Nottingham-based social enterprise who are 'passionate about building stronger communities by tackling inequalities faced by the most disadvantaged groups'.

[Next Gen Movement](#) Next Gen Movement was founded in June 2020 when the tragic death of George Floyd sparked the Black Lives Matter protest in Nottingham. Following the protest there were several issues highlighted from residents in the city which is where Next Gen was born. Next Gen's focus is to fight against racism, empower the youth and be a voice for the community.

[BAME students' mental health support | Mind](#)

[Racism and Mental Health - HelpGuide.org](#) US-based resource on racism as trauma and self-help suggestions.

[Stop Hate UK](#) 'Call Hate Out' is a confidential 24-hour support service for young people under 18 who are experiencing or witnessing a Hate Crime. Available in a range of languages, including BSL interpreter: [Languages](#). Call: **0808 801 0576**. Text: **07717 989 025**

[Sharing Voices - a community mental health organisation.](#) A Bradford-based organisation with some useful links for wellbeing support and services.

[Information Pack for Gypsy, Roma and Travellers](#)

For further resources please refer to *Appendix B Curriculum resources*.

7. Further resources

[A range of booklets that bust myths about minority populations](#)

[Anti-racism resources \(US-based\)](#)

[Anti-racism 'starter pack' \(US based\)](#)

Appendix B - Anti-racism Curriculum Resources

This resource was produced as part of a toolkit for schools and education settings, to support individual work on anti-racism. It should be read alongside *Equality - Everyone's Business*, which provides a framework for anti-racism in schools and other settings.

This document provides links to resources for a range of topics and across the age ranges.

Contents

1. Key principles
2. General resources to explore
3. Wellbeing & Mental Health
4. History
5. Key Stages:
 - Early Years
 - Key Stage One
 - Key Stage Two
 - Key Stage Three to Five
 - Post-16/Young Adult
6. SEND
7. For parents
8. Examples of good practice

1. Key principles of anti-racist curricula

Represent the diversity of society. A report by the [The Runnymede Trust \(2020\)](#) states that: 'school curricula too often fail to reflect the diversity of contemporary society, and the National Curriculum does not mandate for engagement with the colonial legacies – or racist underpinnings – of contemporary Britain. Accordingly, curricula need overhauling to increase racial diversity, and to centre anti-racism'. Ask: 'How can we give young people the most diverse experiences they can have?'

Start as early as possible. 'By the age of two, children can become aware of racial and ethnic differences and use these to define themselves and others; from age three, they can develop negative attitudes and prejudices towards others (see e.g. Aboud 1988; for reviews see MacNaughton 2006)' [It is never too early to talk anti-racism with young people | RACE.ED](#). It is therefore important that all children are exposed to a diverse range of people, cultures and experiences at an early age, e.g. through books, toys, displays, dressing up, role play areas.

‘... research shows that by the time children are six years old they already have well-formed attitudes that mainly stem from their environment and parents. By the age of nine, many of the racial stereotypes have been laid down very firmly and have grown harder to dislodge.’

p. 15-16, Wish We Knew What To Say. Pragma Agarwal (2020)

Support pupils to become racially literate. The production of a racially literate society should be considered a fundamentally important aspect of schooling. This should be implemented through an extensive review of the curriculum, conducted in consultation with anti-racist organisations, individuals and educators, e.g. [The Black Curriculum](#); [Next Gen Movement](#); [BAMEEd](#). An audit tool such as [Whose W.O.R.D.D. Counts?](#) can help schools and colleges assess the extent to which diversity is embedded in course content.

‘Children are not only perpetrators of exclusion, racism and discrimination; they are also activists with their own ways of, and resources for, combatting exclusion and discrimination’

[It is never too early to talk anti-racism with young people | RACE.ED.](#)

Black contributions. The curriculum should include Black contributions to all disciplines and subject areas and embed these, rather than keeping them separate.

Race-conscious curricula should include scope for White students and teachers to reflect upon racist social structures and how they may have benefitted from these, while also enabling black and minority ethnic students to understand their position in contemporary society.

Curricular changes, including a review, should pay attention to the interlocking issues of exam specifications, textbooks, school resources and teachers’ racial literacy levels. If these issues are not considered, the impact of any curricular changes will remain limited.

Anti-racism policies should be put into practice, e.g. begin with an audit of current practice and then focus on embedding changes to keep anti-racist practice ongoing.

Assemblies should be used as key spaces for engaging students with anti-racist pedagogy in order to increase racial literacy levels within schools. However, this should supplement, rather than replace, efforts to embed anti-racism in the curriculum.

Representation across the curriculum is important because it supports our identity to see people like us. A range of role models is important, e.g. not just footballers, athletes or pop stars. Invite

Black parents/members of the community into school to talk about their varied experiences and careers. Are the books in the school library representative?

Untold stories. An effort should be made to tell the untold stories, e.g. the history of Africa pre-slavery, African kings and queens.

2. General resources to explore

- The NEU [Teaching and Learning Checklist](#) provides a useful audit tool for looking at the curriculum as a whole
- [Whose W.O.R.D.D. Counts?](#) is a tool to critically assess the extent to which diversity is embedded in course content.
- [The Black Curriculum](#) is a social enterprise founded by young people in 2019, to address the lack of Black British content in the UK Curriculum. Their free learning resources include 12 topics across Art History, Migration, Politics, and Land and Environment.
- [Mirror Me Write](#) A Manchester-based organisation that works with schools to provide diverse books for every age group.
- [Votes for Schools](#) has free downloadable lessons on anti-racism and related topics.
- [Talking with children and young people about race and racism | British Red Cross](#) The Red Cross has created two downloadable guides with information and activity ideas for teaching about race and racism. There are two guides available (for free), one for 'children' and the other for 'young people'. The Red Cross says the guides are for ages 3-18.
- [Not-racist v anti-racist: what's the difference? - BBC Bitesize](#) **How to be an anti-racist (video: 2 minutes, 49 seconds)** In this short video, John Amaechi talks about how to be anti-racist. He explains what anti-racism means and how it is different to being non-racist, he then talks about how to take steps towards becoming anti-racist.
- [Being an ally to your students from black, South Asian and mixed heritage backgrounds - BBC Teach](#)
- [Resources : Stephen Lawrence Day Foundation](#)
- [Travellers' Times | Travellers Times](#) Using a variety of rich media, Traveller Times provides unique and valuable tools and resources for those working directly or indirectly with Gypsy and Traveller, providing greater awareness and understanding, alongside a unique line of communication. Travellers' Times is by and for Gypsy, Roma and Traveller people for all to enjoy.

3. Well-being & Mental Health

[BBC Blue Peter](#)

This BBC Blue Peter page has two short videos:

1. Two presenters who have experienced racism talking about their experiences and how it has affected them. KS1 and KS2.
2. An explanation of what racism is. It encourages young people to reach out to a trusted adult if they have experienced racism or if they are upset after hearing about racism. It has a clear message to young people about what they 'should' be doing: 1) educate themselves about racism, 2) speak out if they see/hear something that is racist and use their voices for good and 3) try to understand. KS1 and KS2.

[BBC Newsround](#)

This video offers support to young people who are struggling with their feelings after learning or hearing about racism. KS2.

[The Mix](#) has a variety of articles focussed upon racism and anti-racism. They also have a crisis helpline, a 1-2-1 chat and a crisis messenger system for under 25s. [This article](#), aimed at young people, explores feelings of anxiety that some people experience after reading/hearing the news and gives practical advice on how to address these worries.

[Racism and Mental Health – Scotland](#) Key Stage 4 and up

[Young Minds](#) has a dedicated page to racism and mental health which explores the definition of racism and how this can affect people in different ways. The page has helpful advice about what to do to try and improve your mental health if racism is affecting you.

[Racism and racial bullying | Childline](#)

[Talking to children about racism | NSPCC](#)

['It's Kushti to Rokker': A Toolkit](#) The series of [It's Kushti to Rokker films](#) are designed to be used alongside a toolkit, created to support practitioners working with young people looking to facilitate discussions on mental health and well-being.

4. History

[UK Black History Timeline – Discover Black Britain! – UK Black History](#) Includes a searchable timeline

[BBC Black history month resources](#) All ages

[Black History Month - Teacher Resources - BBC Teach](#) All ages

[Black lives and Black history](#) Primary and secondary

[Black History Timeline](#) Key Stage 3 up

[Movement & Settlement in the UK](#) BBC Bitesize Key Stage 3 resource, from the Middle Ages up to modern day immigration.

[The Civil Rights movement in America](#) BBC Bitesize Key Stage 3 resource

[Black & Roma History Archives](#) Key Stage 2 and up

[Celebrating Gypsy, Roma and Traveller History Month 2020 | Friends, Families and Travellers \(gypsy-traveller.org\)](#)

5. Key Stages

Early Years

[Interactive picture books for Early Years & Key Stage One](#)

[Become an inclusive, anti-racist early educator \(tiney.co\)](#)

[Let's Celebrate - CBeebies - BBC](#) A variety of videos, games and activity ideas that support younger children to learn about different celebrations from different religions, faiths and cultures.

[Sesame Street videos: D is for Diversity](#)

[The Power of We](#) Sesame Street special

[The Black Nursery Manager](#) Liz Pemberton, a nursery manager in the West Midlands, shares resources and webinars, with an early years focus.

Key Stage One

[Interactive picture books for Early Years & Key Stage One](#)

[Books about Black children in nature](#)

[KS1 anti-racism lesson](#) and [Curriculum Guide](#)

[21 anti-racism videos to share with children](#)

[Stephen Lawrence Day Foundation - Primary School Resource Pack : Stephen Lawrence Day Foundation](#)

Key Stage Two

[Suggested booklist for young people](#)

[KS2Anti-racism lesson](#) and [Curriculum Guide](#)

[Diversity - BBC Teach \(video: 3 minutes, 54 seconds\)](#) This video and assembly pack support KS2 children to consider diversity and prejudice. This video includes a variety of questions and shows different young people answers those questions. Video questions include “Have you ever been treated differently?”, “What does diversity mean to you?”, “Is it good to be different?” and “What would you do if someone was being nasty to someone else because they looked different?”.

[Dealing with online racism - Own It - BBC](#) Variety of articles that provide “guidance and support if you’ve been affected by racism online”.

[British Chinese children talk about racism and the impact on their lives - CBBC Newsround](#) **Racism against British Chinese children during the Covid-19 pandemic (video: 2 minutes, 27 seconds)** “British Chinese children have told Newsround that racism during the Coronavirus pandemic has got worse, leaving many scared to go outside.”

[Blue Peter | Advice For Helping To Stop Racism For Kids - CBBC - BBC\(3 mins, 31 seconds\)](#) “Richie and Mwaksy share their personal experiences of racism and along with Lindsey, give some advice about how you can play your part in ending racism for good”. Advises young people to ‘speak out’, ‘educate yourself’ and ‘be kind’.

[George Floyd: Newsround special programme on US protests and racism - CBBC Newsround \(7 mins, 58 seconds\)](#) “De’Graft presents a Newsround special programme all about fairness, protest and people coming together to reject racism”. **Other Newsround videos accessible from this link (all between 2-5 minutes)** Newsround have a variety of short videos which discuss racism and anti-racism, often prioritising young peoples’ voices. Under the ‘more stories like this’ heading, there are videos discussing white privilege, diversity, equality and children’s experiences of racism in the UK.

[Stephen Lawrence Day Foundation - Primary School Resource Pack : Stephen Lawrence Day Foundation](#)

Key Stages Three, Four & Five

[Race and Racism in English Secondary Schools - Runnymede Trust \(2020\)](#) contains key recommendations for secondary schools.

[Suggested booklist for young people](#)

[Stephen Lawrence Day Foundation - Secondary School Resource Pack : Stephen Lawrence Day Foundation](#)

[12 resources to help teachers discuss race and racism](#) Article in the TES (June 2020)

[Anti-racism lesson](#) and [Curriculum Guide](#)

[Global Acts of Unity](#) - video and Lesson plan (PDF) about an experience of one man whose brother was taken hostage. Covers terrorism, discrimination and multiculturalism.

[Black Art Matters](#) An anti-racist art resource for secondary learners. A workbook to teach learners and prompt difficult conversation about art, race & anti-racism. For senior secondary students. Cost £3.

[Be an anti-racist age 13+](#) Videos and articles about racism - aimed at young people.

[Sound out racism with 1xtra DJ Sideman - Own It - BBC \(video: 58 seconds\)](#)

[Teaching Tolerance](#) – curriculum resources including lesson plans, on identity, diversity, justice and action. US-based. Key Stage 3 and up.

[100 Great Black Britons](#)

Post-16/young adult

[Black British Influencers](#)

[Book list for older children and young adults](#)

[Being Blacker](#) documentary about the life of music producer Blacker Dread.

[Enslaved](#) documentary with Samuel L. Jackson.

6. SEND

[Ambitious About Autism - autism-friendly resources about anti-racism](#)

7. For parents

How to talk to your child about racism:

[A Parent's Guide to Black Lives Matter - NSPCC](#)

[Talking to your kids about racism - UNICEF](#)

[Resources to help you talk to your child about racism - Parentzone](#)

[How to talk to your children about Black Lives Matter - BBC Bitesize audio recording](#) (27 minutes)

[Black Lives Matter: What is systemic racism? Kids' questions answered - BBC News](#) (4 minutes)

8. Examples of good practice in schools

[Decolonising the curriculum - BBC Bitesize](#)

[UNESCO project on the history of Africa beyond slavery](#)

[Willow Mead Primary Academy Cultural Inclusion plan](#)

Appendix C - Glossary

Many of the definitions included in this glossary are drawn from Barnet Educational Psychology Team's "Diversity, Inclusion and Anti-Racism Policy Autumn 2020".

It is important to acknowledge that some terms are problematic and language changes and evolves over time. If in doubt...ask!

BAME – The term BAME stands for Black, Asian and Minority Ethnic. It is used in this document when quoting an external resource. We acknowledge that this term is considered offensive by many of the individuals it seeks to describe. BAME does not describe a single, homogenous group and continues to promote the othering of any person who is not racialised as White, or for whom English is not their first language, or belongs to a recognizable ethnic group such as Gypsy Traveller. There are many terms in current usage which similarly are not universally agreed upon as acceptable as they fail to recognize the rich diversity of the lived experience of racism. We are therefore continuing to consult with regards to the terminology which will be adopted in this document.

Race - Race needs to be understood not as a biological difference with biological consequences, but as a socially constructed categorisation of people, which has social consequences.

Racism - prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.

Racial bias - is a belief or belief system. Racism is what happens when that belief is translated into action.

Systemic or institutional racism - the collective failure of an organisation to provide an appropriate and professional service due to colour, culture or ethnic origin of service user.

White privilege - the benefits which may be unconsciously enjoyed and/ or consciously perpetuated from being or being perceived as white.

Micro-aggressions - racial indignities, slights, mistreatment or offenses that people of colour may face on a routine basis. Microaggressions might sound like, "where are you really from?" — the implication being that someone doesn't belong to their country because of how they look. Sometimes a microaggression is meant as a compliment, like saying "you're one of the good ones", the implication being that the person is an exception to a group that is inherently "bad".

Allyship - the practice of emphasising social justice, inclusion, and human rights by members of a majority group, to advance the interests of an oppressed or marginalised group.

White fragility - discomfort and defensiveness on the part of a white person when confronted with information about racial inequality and injustice.

Cultural appropriation - the adoption of an element or elements of one culture or identity by members of another culture or identity. This can be harmful when members of a dominant culture appropriate from disadvantaged minority cultures, and also when it is linked to stereotyping.

Unconscious bias - social stereotypes about groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organise social worlds by categorising.

Cultural competency - This competency is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of others.

Cultural responsiveness - is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. To respond in a culturally sensitive manner to all others you are working with.

Intersectionality - refers to the simultaneous experience of social categories such as race, gender, socioeconomic status, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination.