

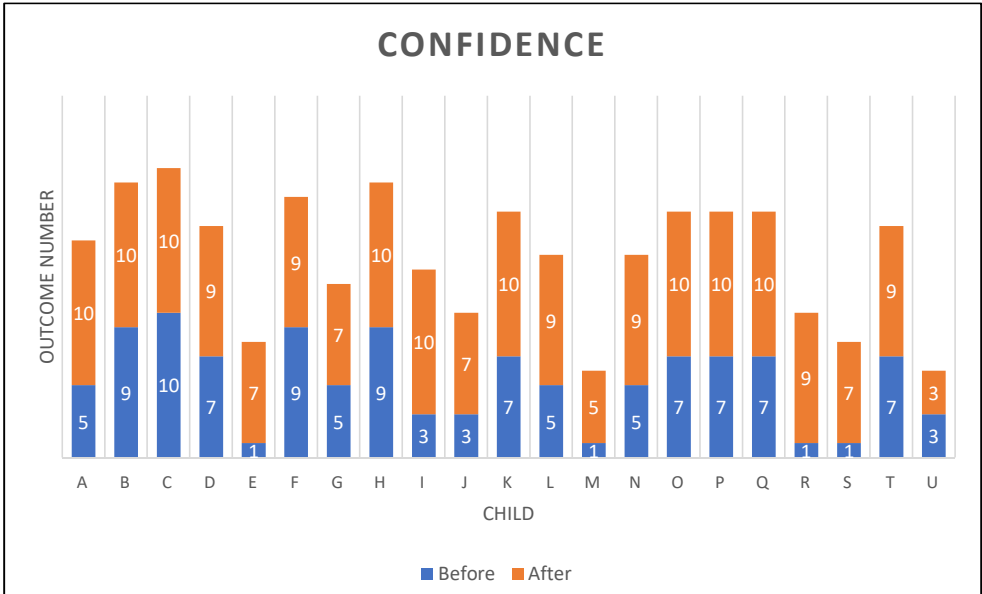
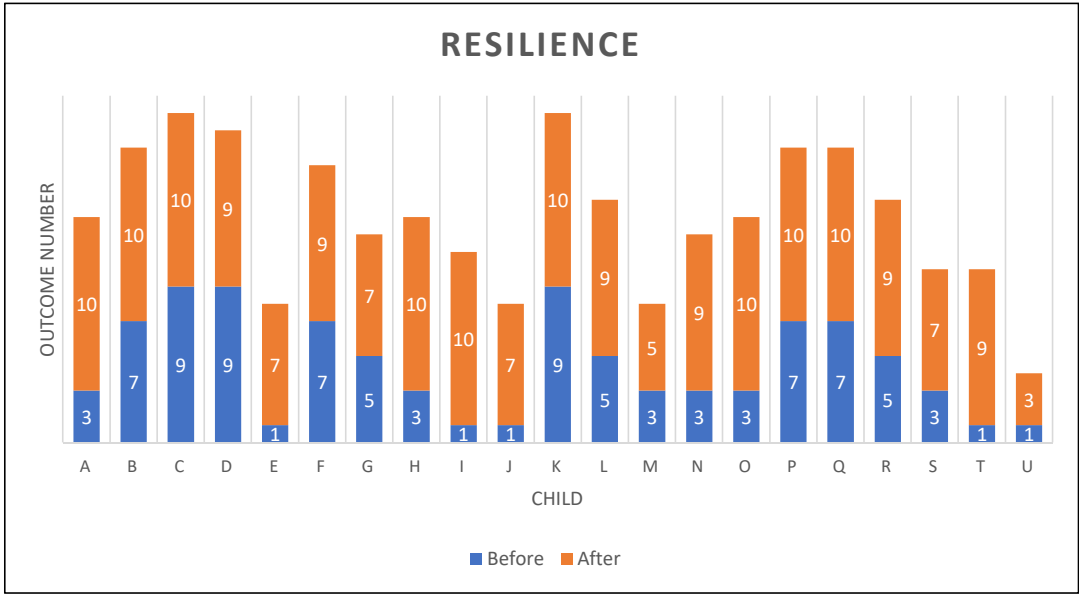
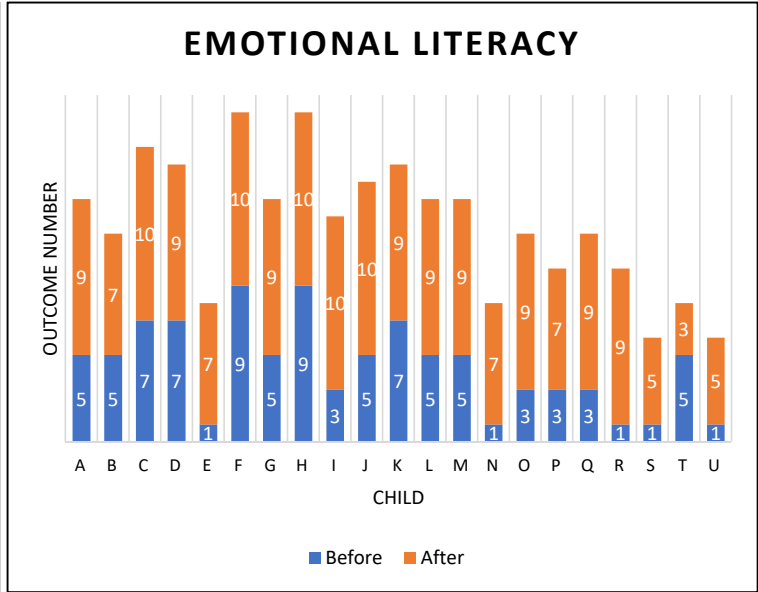
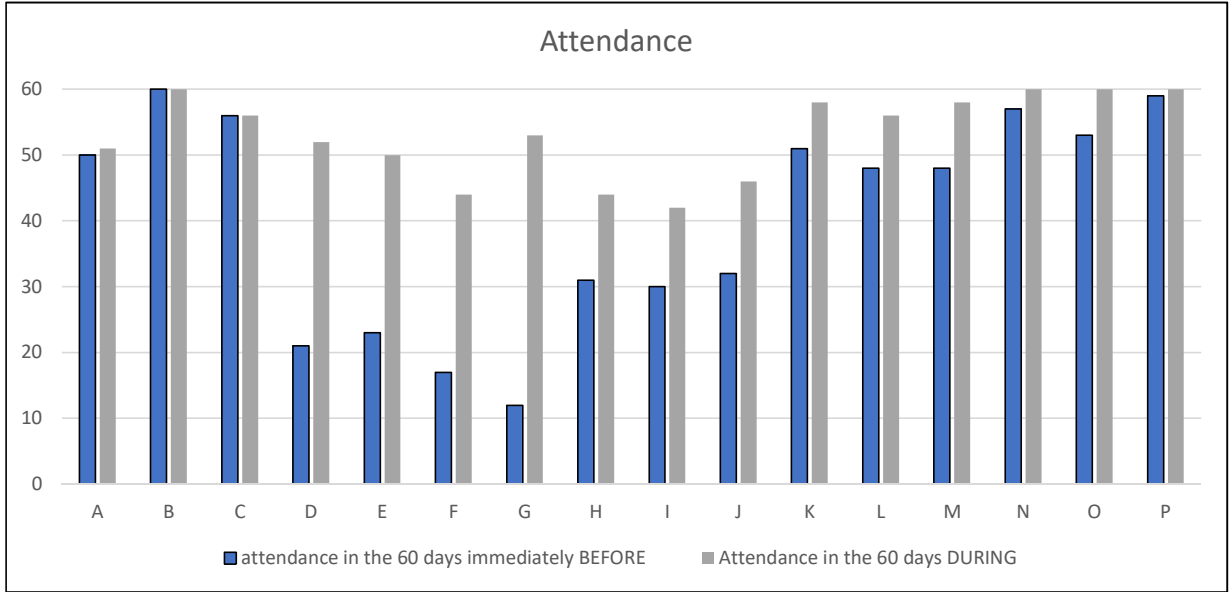


ROYAL  
OPERA  
HOUSE  
BRIDGE









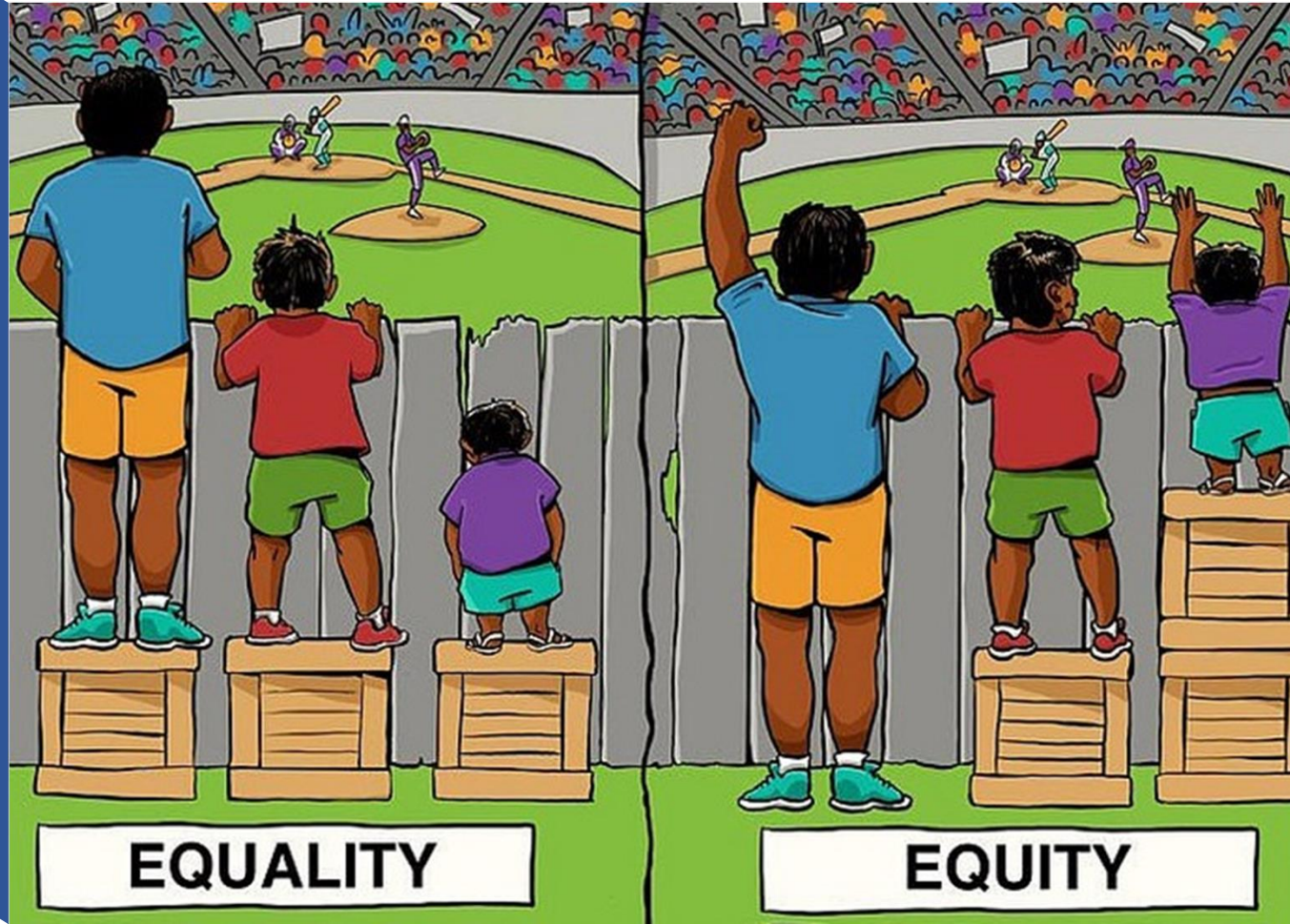


A person is shown from the chest up, holding their hands up in front of their face. The left hand has the word 'STOP' written in red on the palm, and the right hand has the word 'RACISM' written in black on the palm. The person's face is blurred in the background. The overall image has a soft, slightly desaturated color palette.

Developing an  
ACTIVELY ANTI-RACIST  
School

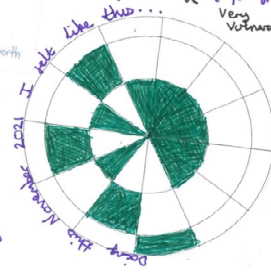
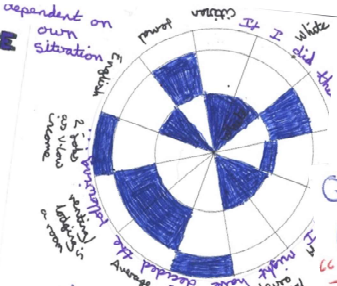
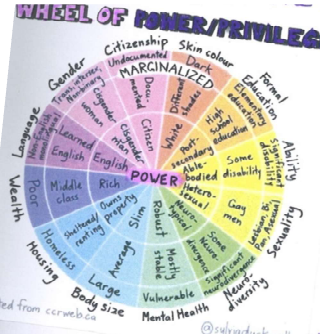
**STOP**

**RACISM**





**WHEEL OF POWER/PRIVILEGE**



Power... defined as...  
 The ability or capacity to do something or act in a particular way.  
 The capacity or ability to direct or influence the behaviour of others or the course of events.  
 online dictionary

Privilege... defined as...  
 "a special right, advantage, or immunity granted or available only to a particular person or group."  
 e.g. education is a right not a privilege.  
 online dictionary

**We must speak out against injustice. Everyone can sign petitions. Use your voice.**  
 From: **Refugee Council** <supporter@refugeecouncil.org.uk>  
 Date: Wed, 18 Aug 2021, 17:41  
 Subject: Christina, thank you for standing up for refugees  
 To: <Christina.anderson54321@gmail.com>

**Thank you for taking action Christina!**  
 The changes to the asylum system proposed in the Nationality and Borders Bill will have a **devastating impact on the lives of refugees.**  
 It is absolutely vital that we oppose these cruel plans every step of the way.  
 Thank you for standing up for refugees in the UK!  
 If you have any questions about your support or how you hear from us, please give us a call on 0207 346 1205 or email [supporter@refugeecouncil.org.uk](mailto:supporter@refugeecouncil.org.uk)  
 Thank you again,

Quote by Professor Vini Lander...  
 (Director Centre for Race, Education and Decoloniality)  
 "The journey to becoming an anti-racist school starts with courageous and committed leadership from the top. We would urge school leaders to start their journey today to transform tomorrow's society and its citizens."

Quote by Liz Andmallee  
 "Diversity is having a seat at the table, inclusion is having a voice and belonging is having that voice be heard."

Quote by Rosa Parks.  
 "To bring about change, you must not be afraid to take the first step. We will fail when we fail to try."

Quote by Unknown  
 "It is not enough to be quietly non-racist, now is the time to be vocally anti-racist."

Ways in which I benefit from 'White Privilege':

- When I see blue flashing lights in my rearview mirror, my first thought is to pull over to let the emergency services through. It does not occur to me that I may be treated unfairly by the police.
- In shops, it does not occur to me that I may be followed by security or suspected of shoplifting. I say 'no thanks' to receipts (to save trees) - it never occurs to me that I may need to prove I paid.
- I can walk about the town without having to think too much about my safety.
- I have always had a job whenever I've wanted one.
- I have no problem getting credit if I need it.
- I have two biological children. I had no concerns about dying in childbirth.
- I can walk about the town without having to think too much about my safety.
- I have always had a job whenever I've wanted one.
- I have no problem getting credit if I need it.
- the media, TV, magazines, I readily see people of my race.

Reflection on how Lenny Henry 'fitted into' his community.  
 When Lenny Henry's mother came across to the UK, she came 10 years after the Windrush. However, even though it was 10 years later, black communities in Birmingham were still very small. Therefore, they often stuck together once they 'found each other'. White people made comments that 'They stick together' and 'They go around in groups'. This can be similar comments often heard still today.  
 Some of the jokes Lenny Henry started off with in his sketches, were funny at the time to the audiences of the shows, who were all white. There was a humorous understanding of what was being said/portrayed, but at the expense of the black community. He felt it better to 'get the jokes in first', so that he wasn't the result of ridicule. Although, this method supported his early rise into his career, it must have felt uncomfortable for his family and the black communities he was mimicking.  
 Watching clips from the 'Black and White Minstrel Show', something I have only heard about, I was confused as to why the black representatives, were people dressed up and covered in black/brown make up. There were obviously a rise in black communities and people were aware that they were staying in England. By not employing people from the growing black community, and instead asking white people to dress up, would surely only heighten the impression that white people had hierarchy over black people. It wouldn't give any impression that both black and white communities were equal to each other.  
 As I grew up, both up north and in the south, similar comments were often made by people around me about race and colour of people. I remember making a conscious decision not to repeat the comments I heard. Mostly based on the bullying I had been put through, just for having a different accent to others around me. Why should I say/be part of the same kind of thing by joining in with these comments? I decided that I wouldn't.  
 By doing so, I ended up, in the long run, with a wide variety of friends, from a range of different backgrounds. I have always worked with a wide range of different cultures. The best part of it being able to try new foods, make new friends, extend my own knowledge of other cultures and beliefs. It's only supported me in my understanding of children's needs further and consequently, had a positive impact on my own way of working with children and families, from many different races and cultures.

# Who do you think you are?

disability

family status

gender

place of birth

talents

faith

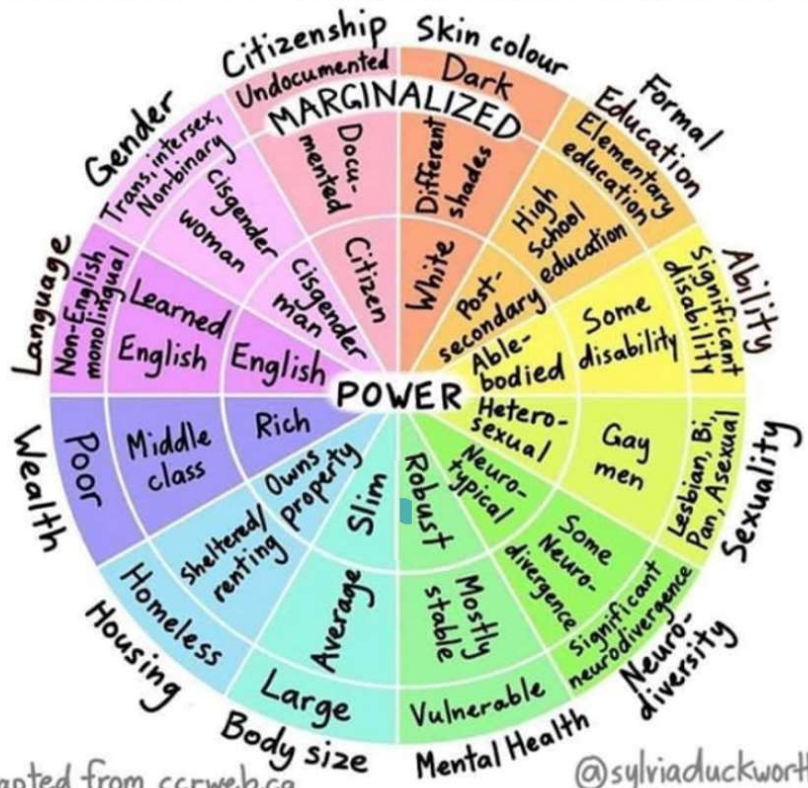
age

sexual orientation

socio-economic background

profession

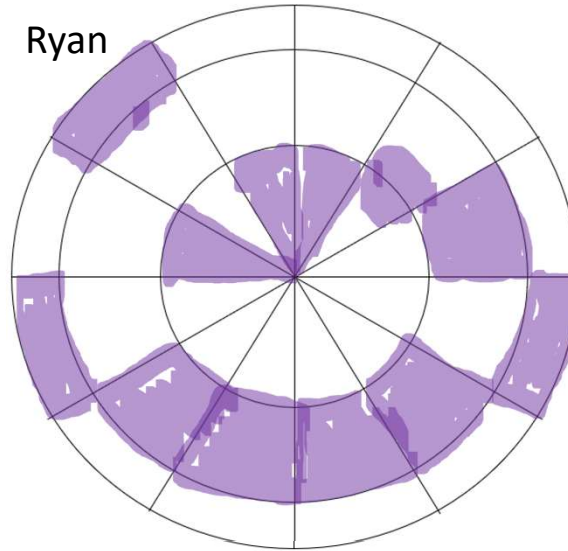
# WHEEL OF POWER/PRIVILEGE



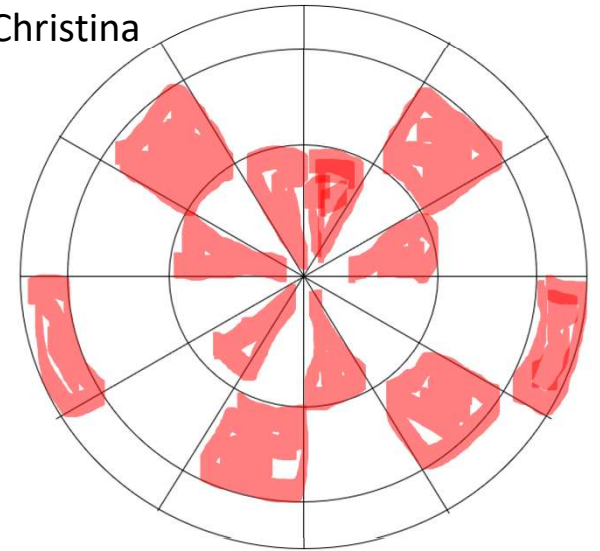
Adapted from ccrweb.ca

@sylviaduckworth

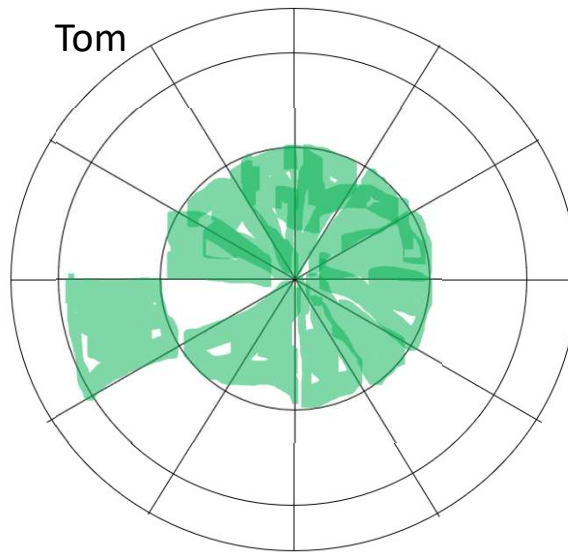
Ryan



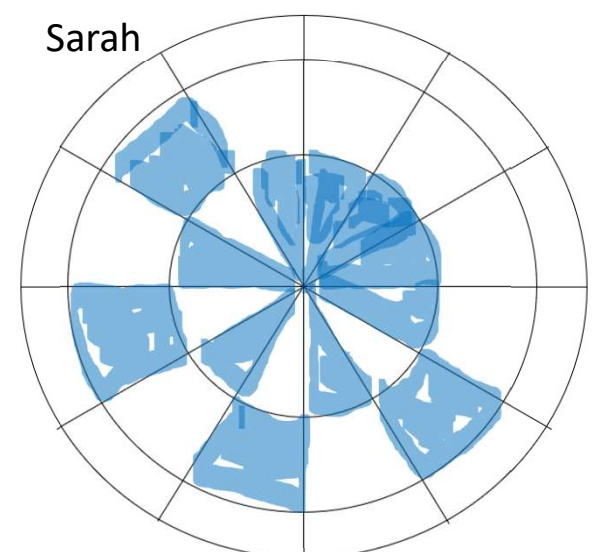
Christina



Tom



Sarah





John Amaechi, OBE is a British-American psychologist, consultant and former professional basketball player.

[Race and Racism - White Privilege and Privilege Explained - Bing video](#)

"I think this is unacceptable, both innocent, have not done a thing wrong but just by the way it has been worded, this young black kid is looked at in a bad light, which helps fuel racism and aggressive behaviour."

## Young Manchester City footballer, 20, on £25,000 a week splashes out on mansion on market for £2.25million despite having never started a Premier League match

Newspaper headline about Tosin Adarabioyo

## Manchester City starlet Phil Foden buys new £2m home for his mum



# Unconscious bias

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

Take a Harvard test [Take a Test \(harvard.edu\)](https://www.harvard.edu/implicit/)  
Click the 'skin tone IAT' and 'race IAT'



# STEVENAGE EQUALITIES COMMISSION

A circular graphic featuring a group of diverse people holding hands in a circle, with a teal circle containing the letters 'HFL' in the top left corner.

**NATIONAL RACE  
EQUITY CONFERENCE:  
TIME TO ACT.**

Wednesday 15th  
March 2023

*Speakers*  
Professor David  
Olusoga OBE  
Reni Eddo-Lodge  
Jeffrey Boakye

*Online*





**ART MAKES  
CHILDREN  
POWERFUL**

## Key Research Findings

Cultural Learning Alliance,  
*Key Research Findings:  
the value of cultural  
learning, 2017*

**1**

Taking part in arts activities can increase cognitive ability by 17%

**2**

Learning through arts and culture can help children achieve in Maths and English

**3**

Learning through arts and culture develops skills and behaviour that lead children to do better in school

**4**

Students who take part in arts activities at school are three times more likely to get a degree

**5**

The employability of students who study arts subjects is higher and they are more likely to stay in employment

**6**

Students who engage in the arts at school are twice as likely to volunteer

**7**

Students who engage in the arts at school are 20% more likely to vote as young adults

**8**

The arts can help young people to turn their lives around: young offenders who take part in arts activities are 18% less likely to re-offend

**9**

Children who take part in arts activities at home during their early years are ahead in reading and Maths at age nine

**10**

The arts keep you healthy: people who take part in the arts are 38% more likely to report good health

Read the Key Research Findings in full at:  
[www.culturallearningalliance.org.uk/evidence](http://www.culturallearningalliance.org.uk/evidence)



# Woolenwick Infant & Nursery School

## Learning Growing Achieving Together



Hand-drawn portraits of children and adults, organized by age group. Some portraits include handwritten text:

- 6 year-old: "We are all unique... it makes being yourself the one thing that we should be proud of when they say."
- 7 year-old: "I learned a new word in school. Some of those words I never hear at home. My friend said I should try to use them at home."
- 8 year-old: "I love to be someone who has a difference to you. You could become famous."

The portraits are arranged in a grid on a white display board. The right side of the board features a grid of drawings of faces with various expressions and features.

