

Bulletin 9

The Education4Change (E4C) Bulletin is for Newham educators. The bulletin acts as a tool to maintain bold anti-racist conversations, supporting learning for those who use it. E4C ambassadors are invited to share it with staff.

Maryland says 'goodbye' in our final bulletin

Lorna Jackson writes...

Following the death of George Floyd in June 2020, I wrote a personal perspective on bias and anti-racism which was shared with all Newham Headteachers. I proposed that 'education for change' was essential for an anti-racist future and that together we should create a joint project to challenge racism. That project was to become Education4Change.



E4C has been developed by an Executive team of three Headteachers. The Curriculum and Research domain has been led by me, Joan Deslandes has led Accreditation and Partnerships and Lando Du Plooy has led Training and Development. There has been generous and moral support from the local authority and fellow Headteachers, thank you. Schools in Newham have listened to the call to tackle racism by facilitating difficult conversations and auditing their curriculum to embed diversity, equality and anti-racism. E4C in Newham has now become synonymous with 'anti-racist education'.



The Maryland contribution to E4C is now complete so I will step down from the Executive team from December 31st, leaving you in the very capable hands of my colleagues, Joan, Lando and their teams. I am so proud of what has been achieved.

My Curriculum team has created the Primary Teacher Guidance for the E4C interim offer that will be available on the website in the new year. This includes:

- A **Curriculum and Research Web Platform** a bank of high quality teaching resources that can be embedded within subjects in the statutory curriculum
- A **Curriculum Audit Tool** for subject leaders to embed anti-racism in every subject that links to the statutory curriculum, written with other Newham schools
- A **Racial Literacy Glossary & Conversation Kit** based on research carried out in Newham schools, explores vocabulary and terms. It aims to remove barriers and fear that hinder open conversations on race and racism.
- **Primary Art4 Change** - three projects for Nursery to Year 6 that teaches anti-racism and diversity through art.
- **Equality Library** - a collection of literature (140+ books) that has been catalogued as a teaching resource to enable Primary Newham teachers to find books that address diversity and anti-racism (including auditing tools and lesson guides.)
- **BFI film teacher guidance** with Kingsford School
- A collection of **values-led assemblies** that seamlessly interweave anti-racism
- A **Self-Evaluation Form (SEF) tool** for school leaders to plan anti-racist strategies at every level, written with Park Primary School

Finally, a special thank you to Newham E4C Ambassadors who have shared the bulletins with fellow educators. You are the driving force on this journey for a better future.

I hope you enjoy the final bulletin and I wish you well.

Lorna Jackson, Headteacher, Maryland School

IN THE NEWS

Black History Month (BHM)

Is one month enough?

We all agree that the contribution of the Black community to society has been overlooked. Black History Month (BHM) is a celebration to **recognise** the contributions of the Black community.

Therefore...

Black History Month should be a **launch pad** for acknowledging and learning about how Africa and its diaspora have contributed to making Britain a richer place. This is particularly crucial for schools with a predominantly white population and one of the reasons why BHM was created back in the 1970s and is now a well-established annual event.

To avoid the month being a tokenistic gesture, there needs to be a lasting influence interwoven into the curriculum so that all pupils can recognise Black achievement. Contributions from people of colour need to be visible throughout schools throughout the year, not just highlighted on October 1st, then packed away on the 31st. Regardless of the geographical location of the school, recognition should be visible in books and libraries; in displays in classrooms and hallways; in assemblies and of course the subjects we teach.

E4C discussion points: Condemn or celebrate BHM?

- Condemning BHM as entirely tokenistic may result in the celebration being removed from the school that needs it most.
- We often feel safer highlighting figures such as Nelson Mandela, Martin Luther King and Rosa Parks. Do we talk enough about the UK's own **Black British history**?

Black British history is finally becoming more accessible, thanks to the internet. It is easier and quicker for us to find resources focussing on Black British creativity, innovation and leadership.

Representation matters is a good starting point, (examples [Walter Tull](#), [Jack Leslie](#), [Sislin Fay Allen](#), [John Kent](#), [Ade Adepitan](#), [David Olusoga](#), [Akala](#)); so too recognising those who fought for **equality** (examples [Asquith Xavier](#), [The Bristol Bus Boycott](#) and [Paul Stephenson](#), [WW1 race riots](#), [individuals who came as part of the Windrush generation](#)); not to mention the **influence** on British music through [reggae](#), [ska](#), [jungle](#), [British R&B](#), [garage](#) and [grime music](#). A book such as *Black British History Black Influences on British Culture (1948-2016)* is a good starting point, see recommended books below.

In summary

Our hope is that schools will no longer rely on Black History Month to recognise Black achievements. Black History Month in the UK can be a **stepping stone** to anti-racism in education, it can provide all students with a fuller education which better reflects who they are, who they know and what is around them.

IN THE NEWS

Unconscious bias or overt racism?

The Duchess of Sussex won her case against the Mail newspaper earlier this year. However the Mail then appealed against the outcome. The Judge threw out the Mail's appeal to the adjudication. It might be worth noting that this is one of the newspapers that published a whole series of the consciously biased reports against the Duchess.

E4C discussion points: Can you spot racial bias? Regardless of personal views about the Royals, when you compare the negative slant towards Meghan compared to Kate, or other Royals, implicit/explicit bias is easily exposed. See the articles on the following page.





Kate's bouquet consisted of lily of the valley and Sweet William. Meghan's bouquet consisted of lily of the valley and sweet peas.

(Meghan Markle and Prince Harry UK Royal Reporter's Coverage Compared to Kate Middleton and Prince William, 2021).

How much do we educate students to spot bias, particularly racial bias?

There are many other examples of this kind of racial bias in media coverage for example, of football and TV personalities, but it does not stop there. Media headlines are perfect opportunities to talk to students and colleagues about racial bias.

NATIONAL RESEARCH

Have you seen this? Equality, Diversity & Inclusion report for school staff in England

This report is based on England's largest review of staff views on Equality, Diversity and Inclusion in schools, with over 16,000 respondents.

The findings are interesting and well worth a read, <https://home.edurio.com/edi-report>.

- **Addressing Inclusion and Equality** a higher proportion of staff with protected characteristics have experienced comments, jokes or behaviour they perceive as offensive.
- **Women, Minority Ethnic staff, and staff with a disability**, are less confident that their leadership would take action to prevent discrimination.

DIVERSITY	EQUALITY	INCLUSION
<ul style="list-style-type: none"> • Less than half of staff feel their workplace is diverse • Diversity is higher in urban areas • Most staff do not feel their workforce reflects their student body • Leadership teams are seen as less diverse than the wider staff body 	<ul style="list-style-type: none"> • White staff, men and staff without a disability feel more confident that staff are treated equally than their peers • Staff experience can be worse for those with more than one protected characteristic 	<ul style="list-style-type: none"> • Disabled staff, Minority Ethnic staff, and those with a faith other than Christianity feel less valued in the workplace • A higher proportion of White British/Irish men feel valued, than Minority Ethnic men and women of all ethnicities

- **Career Progression** *There is more to be done in ensuring that different groups are supported and comfortable throughout the recruitment process. Four in ten staff are not confident that decisions on career development are free from bias.*

(Equality, Diversity and Inclusion among School Staff | Edurio, 2021)

E4C discussion point: What happens now?

Will the report make any difference to us in schools?

Some positive news is that since the report was published, the NAHT has issued a **statement of action** on www.naht.org.uk/RD/EDI-commitments.

And in Newham? Amazing work has taken place as a commitment to the E4C pledge written as part of the Interim offer, e.g. setting up of the Race Equality Alliance, and TRID (Tackling Racism, Inequality & Disproportionality) as well as the work we have seen going on in Newham schools.

NATIONAL RESEARCH

Does the BMI calculator discriminate?

This may seem an unusual subject to discuss but it is an eye-opener on institutionalised racism and unconscious bias being subtly perpetuated.

Reception and Year 6 children in the UK are expected to take part in the National Child Measurement Programme where children are weighed and measured to calculate their individual BMI. (Body Mass Index)

A Government report published in June 2021 found that ***‘Black children are more likely to be placed in the very overweight and obese categories due to the racially biased method of calculating BMI.’***

The Government study found that a child labelled obese is at an increased risk of weight stigma, bullying, and having a negative body image. The data found children aged between 10 and 11 years old in Newham are more than twice as likely (28%) to be obese than the borough with the lowest figure, Richmond upon Thames (12.6%). (*Child obesity rates in Newham the third highest in London, 2021.*) BMI data for underweight children was similarly leaning towards the Asian population.

E4C discussion point: The BMI calculator was devised in the 19th century to calculate the weight of a population, the sample used white Scottish and Dutch men.

Is this calculator suitable as a measure for a diverse society in modern Britain? Who will challenge this system which is not fit for purpose?

HAES, an alternative approach

Health at EVERY Size

- Are you familiar with the HAES approach which promotes fitness, diet, stamina and body confidence? Read *‘Health at Every Size: The Surprising Truth about Your Weight’* by Linda Bacon. www.haescommunity.com
- www.bodyhappyorg.com This is an online resource for parents and teachers which follows a HAES approach and tries to encourage children to have a positive attitude about their health and move away from being labelled.



National Child Measurement Programme

The National Child Measurement Programme (NCMP) measures the height and weight of children in Reception class (aged 4 to 5) and year 6 (aged 10 to 11), to assess overweight and obesity levels in children within primary schools.

UK Parliament

Committees

UK Parliament > Business > Committees > Women and Equalities Committee > Changing the perfect picture: an inquiry into body image

Changing the perfect picture: an inquiry into body image

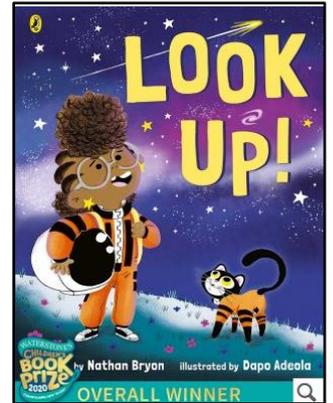
Let's hear from our schools

Rebecca Cheetham Nursery School

The Power of Representation by Rohan Allen, Headteacher

Representation is so important for our children and slowly, but surely, more and more literature is offering children an opportunity to be seen, however more needs to be done to bridge that gap.

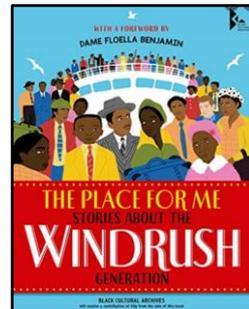
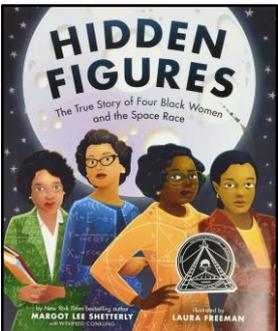
“Reports into representation in children’s books found that 5% of children’s books published in the UK last year had an ethnic minority main character, compared to 4% in 2018 and just 1% in 2017.” Therefore, it becomes even more important that we think about what books are on offer for our children and make sure they can imagine themselves in the wondrous stories and adventures that exist in literature.



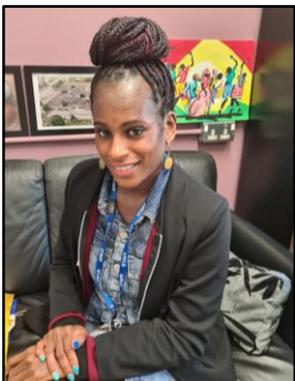
One of our favourite books at Rebecca Cheetham Nursery is *Look Up* written by Nathan Bryon. What a firework of a book, which tells the story of Rocket, who is obsessed with space and has visions of becoming an astronaut, just like her hero Mae Jemison, the first African-American woman in space. Rocket becomes a role model for our children and invites us to break down stereotypical views of gender roles and jobs that haven’t traditionally embraced diversity; “of the 350 astronauts in NASA’s 61-year history, only six are Black women—a fact that Jemison has expressed frustration about.” We are invited to find out more about the role of astronauts and space travel. “All I know is that one day I’m going to be the greatest astronaut, star-catcher, space-traveller who has ever lived.”

For older children ‘Hidden Figures’ is **highly recommended** for promoting representation and ambition, while inspiring a passion for justice and ending inequality. The film is suitable for adults.

‘The Place for Me, Stories about the Windrush Generation’ is a collection of short stories describing hopes, dreams and ambition written by members of the Windrush generation and suitable for KS3.



Let's hear from Godwin Junior School



Primary Art4Change trial

Godwin Junior School Y5 teacher and Art lead, Annika Anderson, (left) trialled Primary Art4Change. The whole school produced work from the **Courage, Determination and Strength** project, from Year 3 to Year 6.

Annika says that the children enjoyed linking African artists to European artists and that the project ‘enlightened my knowledge of Art and I personally deepened my understanding about how to interweave diversity and equality.’

Art 4 Change

An E4C project to teach diversity through art in primary schools



INTRODUCING...

Paul Leslie, CEO of *REIN* (Rights & Equalities in Newham)

REIN was first established as a charity in 1975 with the aim of **eliminating racial discrimination and promoting equality of opportunity, justice and good relations between persons of different racial groups.**

Their objectives include:

- Development of equalities case work
- Educational support work on equalities issues within schools
- Development of youth projects to support young people
- Development of partnerships to grow services and ensure equality is at the forefront of community engagement.

Paul told us that *‘cohesion isn’t just a word, it’s a series of actions, checks and balances that provides the glue to hold us together, only through working together both within schools and outside in our local communities, can we have a positive impact on the quality of our community-based experiences.’*

Further information can be found on <https://www.reinuk.org/>



RECOMMENDED READING

Black British History *Black Influences on British Culture (1948-2016)*

This is a great book for building knowledge about modern Black British history, including guidance on how to teach various topics.



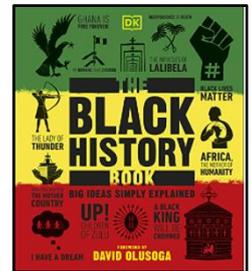
The Black History Book: Big Ideas Simply Explained

This book explores the rich history of the peoples of Africa, the African diaspora, and the struggles and triumphs of Black communities around the world.

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