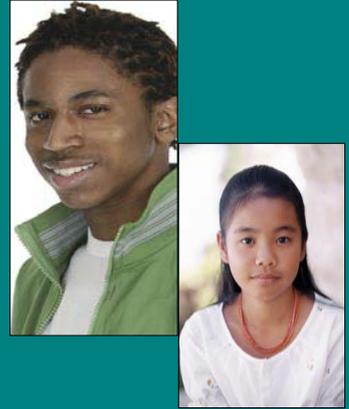


# Dealing with Racist Incidents



Preventing Racism & Empowering Young People

## *Report of the conference*

held on 6<sup>th</sup> March 2008  
at the Gilbert Murray Conference Centre  
University of Leicester



# Racist incidents conference: preventing racism & empowering young people 6<sup>th</sup> March 2008

## Introduction

A group of education professionals set up a partnership project between Leicester City Council, Leicestershire County Council and Mandeep Rupra Consulting (MRC) - the first such joint enterprise of this kind. It arose out of a shared concern to raise awareness of the issue of racist bullying and provide strategies and resources for schools. It was felt that anti-racist bullying guidance, which came out a couple of years ago from DFES (as it was), had not really fully impacted on schools as it was an online resource rather than a booklet and many people were still not aware of it.

The conference aimed to help all schools, not just multi-ethnic ones, be more aware of the guidance and be more effective in taking a stand against racism. Successful schools create environments that value all people positively and where pupils are able to play an active role in doing something about racial discrimination.

Racist incidents are still an issue for young people. They are involved as victims and perpetrators and, because of this, it's important to involve young people in dealing with the issue. By talking to young people, schools will know more about what's going on and what actions they/we can take to prevent racism, and to ensure that everyone gets the most out of their education.

Since 1999, as a result of the murder of Stephen Lawrence, schools have had to record and investigate all racist incidents and were enjoined to educate pupils to "challenge discrimination and stereotyping" (Aim 2 of the National Curriculum, 2000). OFSTED inspections now (Sept 2008) focus on anti-discrimination as part of promoting community cohesion, such that schools "cannot be graded as satisfactory if promotion of equalities and the elimination of discrimination are inadequate".

A total of about 1000 racist incidents are reported every year in schools in Leicester and Leicestershire. However, research that has focused on young people's experiences indicates that schools pick up on only a small

percentage of the incidents that actually happen. There is still a lot of work to be done.

A lot of important issues were covered throughout the conference, so we have tried to capture the main points by summarizing the keynote speeches, the workshops and what participants made of the conference.



*Delegates in conversation during the morning break*

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## *Keynote speech 1*

### *HMI David Moore*

- In order to have a chance of dealing with racist incidents successfully we must deal with all areas of bullying well.
- The function of every Children and Young People's Service is to make young people's lives better.
- Dealing with racist incidents needs to be part of a whole school teaching strategy otherwise a school will not be effective.
- Racist incidents are a barrier to education and can lead to failure. For example name-calling gets in the way of learning and where the teacher doesn't intervene the young person assumes the teacher agrees. Teachers need to set the tone, i.e. "in this school we don't do that" and not get involved in detailed explanation. The incident must also be recorded so targeted work can take place. By dealing with racism a school will ensure all children have an opportunity to learn.
- When Ofsted grades a school as "outstanding" this should reflect the school's contribution to community cohesion [see Ofsted Schools & Inspection issue 5, July 2008].
- Racism is difficult and it can be difficult to discuss; however, we should eliminate the fear and anxiety associated with talking about racism. We need to create a climate of openness in order to be able to improve on practice. Schools must be equipped to manage difficult situations.
- The Rampton Report of 30 years ago highlighted the issue of unconscious (& institutional) racism - which influences our attitudes and how we perceive things, e.g. black boys are "more assertive".
- Communities change and dynamics change. In order to be effective we must collect information and engage in relevant discussion.
- Acclamation and affirmation from one's immediate peer group is an important influence. An anti-achievement culture does exist amongst some groups and schools. We need to talk to parents to deconstruct the stereotypes behind this.

- We need to address children and tell them what we are doing and why. This will encourage children to open up and talk.
- Most importantly we need to collect data, be open, involve parents and recognise diversity and commonalities.

*Keynote speech 2*  
*Professor Chris Gaine, University of Chichester*

- We have to address difference & racism in order to make it matter less. We can't be blind to culture & ethnicity.
- Attitudes & behaviour are influenced by other people, not just at home, e.g. 10 year-olds will be influenced by peers & older young people.
- There is not a strong enough counter-discourse to negative messages regarding diversity.
- It is not a question of ignorance, but of learned misinformation. People believe they are informed.
- We should not use the word "coloured" if we are interested in changing the situation.
- Acceptance of the individual does not mean the group is accepted.



*Keynote speech 3*  
*Stella Dadzie, DCSF consultant*

- Most racism is indirect.
- Racist bullying is a part of the bigger bullying agenda - not a single issue.
- If we don't see the differences between groups we don't see the needs. Similarly within groups.
- Racism is learned behaviour.
- "Calling names is the worst - it hurts me inside," Reuben.
- Monitoring racist incidents is primarily for schools, not for the LA, to identify issues & formulate responses, e.g. lunch-time supervisors, assemblies etc.
- Number-crunching & analysis are important, but the quality comes from empowering young people.
- Young people do not necessarily call racist incidents "racist incidents", so teachers must be part of the process of defining them.
- Anti-racism is part of the Every Child Matters agenda. We can't achieve the aims [especially staying safe; enjoying & achieving; and making a positive contribution] if racism & bullying continue to affect children's lives.
- It's also a vital part of children's education - preparing them for life in a global economy.

*Note: these summaries of the keynote speeches are made by the conference organizers to highlight key points. As such, they have not been written by the speakers & are not verbatim accounts. We have tried to be accurate, but misrepresentations may occur, for which the organizers take responsibility.*



*Delegates browsing the books on sale*

## Workshop Reports

Based on notes where these were available

Note **Robin Richardson's** workshop notes on DCSF advice on dealing with Racist Incidents (a.m. & p.m.) were distributed to all conference participants & are drawn from the racist incidents/bullying section on DCSF's site [www.teachernet.gov.uk](http://www.teachernet.gov.uk).



### am workshop 2: What would you do if...? Chris Gaine

The workshop focused on preparing staff to respond to a racist incident. Much of the content of the workshop was based on sections within Professor Gaine's book "We're all white, thanks: the persisting myth about 'white' schools"

Professor Gaine gave out 8 scenarios for delegates to read and choose ones to discuss further in a small groups, e.g. a white pupil says loudly in class that there are too many sponging immigrants going on about their rights. Professor Gaine gave us a process to follow that could be used in any staff meeting discussing racism, looking at the scenario from 4 positions and then recording it on a grid:

<b>Underlying assumptions</b>	<b>Power relationships in the scenario</b>
<b>Short term response</b>	<b>Long term policy</b>

This process led to some excellent discussion and reflection on the chosen scenarios. Professor Gaine then brought the groups together to show that the process was equally valid for any incident and was an

excellent way to get school staff to think through the entire issue and come up with both instant actions and long term policy developments.

He also recommended two useful publications by Stella Dadzie:  
Toolkit for Tackling Racism in School (Trentham Books 2000)  
Trial and Error - Learning about Racism through Citizenship Education (DFES)

### **Resources**

He pointed to the range of resources that are now available to stimulate discussion about racism including the DCSF Guidance on racism (Teachernet), including the poem below:

#### *Colour*

*When you are born you are red.  
When you die you are blue.  
When you are sick you are green.  
And you have the cheek to call me coloured.*

### **Role of the school**

Professor Gaine emphasised that all behaviour is learnt. We are not born racist. As teachers we must actively challenge all forms of racism.

We must gather data to decide how and if we are doing things better. Every Child Matters and the law have a clear stance on racism and racist behaviour, but it is important for us as human beings to promote community cohesion or we will exist in a society where sections of the community will lead parallel lives and never come together except in schools.

In schools it is essential that, if we teach citizenship, we give students a say in school life otherwise it will be like giving holiday brochures to "lifers" in prison.

In "white" schools it is especially important to teach about community cohesion and racism. We are all part of the global economy and we must prepare all students to be comfortable living in a multi-cultural society. We must promote and value difference and diversity through giving students access to appropriate resources and lesson content.

## am workshop 3: Meeting the needs of targeted young people

### Mandeep Rupra-Daine

The group was asked if there was a shared framework in dealing with racist incidents within their setting. The answers were as follows:

- Good procedure ... we deal with it but not sure if everyone knows the procedure; it may not be used always
- It's verbally done to pastoral manager. Not every incident is noted on paper
- Youth Offending Service (YOS)- all staff know procedures
- To get the young person to feel comfortable
- Deal with it swiftly

What happens in your setting?

- Referrals (YOS)
- Psychiatric nurse (YOS)
- Mentors
- Designated staff member
- Time out card
- People pick it up
- Liaise with schools
- Cultural awareness sessions

Action Points for future work

- More research on what's happening in the lives of young people e.g. children homes or on how racism is being perpetrated e.g. white Europeans being called 'black' racist terms
- Look into how foster carers respond to issues of racist bullying
- Need for more guidance
- More work on refugees and asylum seekers - changing attitudes
- Induction process for all new workers should cover the issue of racism
- Feeding into policy
- Training for staff to explore opinions



## am/pm workshop 4: Interactive drama Robert Higgs

Drama is a great way of exploring issues. I feel the following comedy shows make some good points about racism.

1. **The Office** (BBC) Episode 1, Series 2. The scene where Brent is confronted by colleagues about a racist joke he told earlier.

Message - A racist incident is an incident that is perceived to be racist by the victim or any other person. When dealing with any racist incident the perception that it is racist should be acknowledged.

2. **PEEP SHOW** (Channel 4) Episode 2, Series 2. The scene where Mark asks Jeremy for support in confronting his racist friend.

Message - Schools that ignore racist incidents or try to play them down give the wrong message to YP.

### ROLEPLAYS

Each role-play is designed to work with the JOHN script. However, you could write your own drama piece and use the exercises with that.

## JOHN

I don't like John. All he's done all his life is work in an office. He's spent the last three years wearing the same fucking tie. I have to sit there all fucking day opposite him and every time I look up I get a mug shot of his face. He stinks. First year he had BO. He said he used to sweat so much 'cos he was nervous. The last two years he's been stinking of various brands of Lynx - mainly Java. Should be Lynx Africa I tell him - the smell of home. I wouldn't mind but it gets right up your nostrils. It coats every hair up your nose. The smell goes right in your brain. He's not here (sniffs) but I can smell him. (closes eyes) When I close my eyes I can see his face. I can hear his shoes. The same black brogues squeaking on the carpet.(opens eyes) He gives everyone a cold in winter, just sits there sneezing, sometimes he's not too quick to put his hand over his mouth. 50 cent on his iPod. Always 50 cent or J fucking Z. And everyday it's chicken tikka sandwiches. I come home smelling of it myself. He infects me, with his smell, with his cold...with something else that's even fucking stronger.

Of course Roger wouldn't move me. *I don't wanna sit near him. Put me somewhere else* I said. Roger said no. We're in the same department, we're doing the same job....I do my fucking job much better than him. We're working towards the same goal. We're all part of one big department. No one's better than anyone else. Where do people get this shite? You should see how slow he types (shows). I'm not a touch typist but at least I can type with both fucking hands. Never mind one finger. I've got two for you John. (flicks V sign. Laughs) Never ask John to send you an email - it'll take him all fucking day. This presents a problem. This means you have to speak to him. You have to listen to his dull, monotonous voice. Why can't he speak like everyone else? I told Roger he can't cut it. The man is thick. He's just not intelligent. He's just not up to the job.

And this is what really gets me. In two months time Roger's leaving. And guess who's applied for his fucking job?.....

I thought about quitting but why should I? This is my company. I was here first. They brought John in eighteen months ago when we got the city contract. City contract's done now. We don't fucking need John. I said *John, why don't you leave?* He said (accent) No way man, I'm here now, I'm staying. He's got plans he says, wants to give his fucking brother in law a job. They'll take over. They'll be no jobs left for the likes of us. Fuck off John, we don't need you. Go back where you came from. Black bastard.

Sorry. Sorry John. I lost my temper there. I don't really think these things. It's just.....I see you everyday...it's the close proximity. Can't you buy some new fucking shoes? Leave the Lynx. Pick something else off the shelf. Just one day - don't have chicken tikka. Try some of our food instead. I just want to sit somewhere else...you're just...THERE and it really annoys me. It feels like the walls, the country, OUR country, the world, its closing in. (Grabs his throat) Choking me. Crushing me. Squeezing me in...you do my fucking HEAD IN. (eyes closed, types) Tap, tap, tap, TAP. LEARN TO FUCKING TYPE. Learn to fucking speak like me. You should make more effort to fit in here John. You need to be less like you and more like me.

*written & performed by Robert Higgs ©2008 www.roberthiggs.co.uk*

1. After watching the JOHN monologue, pupils develop the role-play. The class is split into groups and allowed to choose which role-play to do.

**GROUP 1** - Do a **STILL IMAGE** of life in the office. Is John aware of his colleague's racist attitude?

**GROUP 2** - Play out a scene from office life involving John and the racist bully.

**GROUP 3** - Play out a scene and at a critical moment freeze the scene. One pupil taps each actor on the shoulder and they speak the feelings of the character they are playing.

2. One pupil from each group volunteers to be Roger - the office manager. If they were Roger and observed this tension and thought a racist incident might well happen in future, how would they prevent this? A short drama should be improvised where Roger has to mediate between John and the bully. Each group has a different scenario:

- **GROUP 1.** Roger has told the bully to work with John on a big project. The bully refuses. What happens next?
- **GROUP 2.** Roger has heard the bully make a racist remark about John to another colleague. Roger calls him into his office and confronts him about it. What happens next?
- **GROUP 3.** Roger hears John being bullied, but chooses to ignore it. What happens to John?

### 3. Hotseat

Split group into two (6s & 7s).

Handout the JOHN script. One pupil volunteers to play the bully. One pupil volunteers to play JOHN. They think about their character, prepare some answers. Other pupils in the group prepare some questions to ask each character in turn.

Pupils sit in a circle and ask questions of both characters. Each actor answers in character.

### 4. Thought Alley

Pupils stand opposite each other in two lines, forming an alley. One pupil volunteers to walk through the alley in the role of JOHN. Pupils in the alley speak out his thoughts as he passes, in accordance with the scenarios below.

**Scenario 1** - John's thoughts when he first realises he is being bullied on grounds of race.

**Scenario 2** - John's thoughts as he travels to work, having decided to confront the bully.

pm workshop 2: A curriculum to prevent incidents -  
Britkid & sibling sites  
Chris Gaine



Professor Gaine led the group through the anti-racist website [www.britkid.org](http://www.britkid.org) which he had developed to provide students with a resource to understand and discuss issues around race and cultural identity. The site is similar in format and structure to the anti-bullying website [www.coastkid.org](http://www.coastkid.org) that he also worked on.

He explained that the website does not focus on Christianity because that is covered within the national curriculum. It takes about four and a half hours to negotiate the whole site. It has a reading age of 12 and the vocabulary goes up to 14. However, after being shown round the site it is clear that it is accessible to year 5/6 students with guidance from the teacher and selective use of the content.

#### Content of site

On the site you meet 9 young British people from different race and cultural backgrounds. It allows the viewer to discuss and consider race, racism and life in general through the eyes of this multi-cultural group of students in a British setting.

You are invited into their home to meet family and friends and share some of their experiences. Sections on home, religion, food, hassles and "gang" give you detailed background information about their lifestyle.

You can also share their experiences when they go into Brixton to visit such places as the park, shops, library and sports centre, where there is dialogue between characters that leads to further information.

There are additional sections: **Help** explains the site and should be read first. **Serious issues** gives more detailed background to issues that come up on the site. It has useful statistics, maps and information on such issues as the law, Islamophobia and refugees. **Teachers' stuff** shows the location of issues/topics covered as well as lesson plans, ideas and certificates for school use.

The site is excellent and will support schools in teaching about race and racism to a wide range of students irrespective of their background and can be modified for different age groups in both upper primary and secondary schools.

**pm workshop 3: Racism in the Lives of Young People**  
attended by young people only  
**Mandeep Rupra-Daine**

How does your school deal with racist incidents?

- You see posters but it is not talked about
- There's one teacher in the whole school
- Only occasionally
  - People are afraid to talk about it
  - Teachers are scared that it might cause a controversy
- It doesn't get dealt with
- In our school there was a boy who was getting racially bullied. The school had an assembly and gave a detention for the perpetrator but they "should have suspended them".
- If it's dealt with it can help the person feel confident



Where do you go for help?

- Pastoral base
- Mentor
- Brother not my teacher. He's older and I know my brother, and my teacher won't necessarily do stuff.
- Teachers don't do much
- My school's good
- If it's a racial issue you'd get battered
- Under reporting is an issue in our school
- Some kids pretend that they're ok
- Some may not take offence
- If they do snitch it'll make it worse

What do you think your school should do to deal with the issue?

- Punishment
- Have more lessons so people know how it feels

- Talk to parents about racism as they have views
- Anti-racism policies need to have more publicity
- Posters
- Need more than posters and assemblies
- "Kick it out" ([www.srtrc.org](http://www.srtrc.org)) kids look up to celebrities so the campaign is good
- Different campaigns - not just football, musicians

What would you like to change in your school?

- Get people who know what they are talking about to speak to the students.
- Mrs X is the person we have to go to if we have a problem, but she is not approachable, we need to change her.
- Take action and deal with it
- My form tutor never talks to us. He says don't ask stupid questions - makes you annoyed, and you don't want to talk to him.
- Better communication - most young people don't want to talk to teachers, don't patronise us!
- Teachers need to relate to us.

Why are people racist?

- People are scared and not educated

Action points

- Campaigns - anti- racist
- When investigating get people's opinions and more accurate information.
- Saying a school is anti-bullying doesn't do anything, it might be a cop out. Schools have to act.
- Enforce policy because no one knows about it
- We rarely talk about racism because teachers don't like it
- Asians fighting black/white students in our school but the teachers didn't really deal with it. Teachers can be rubbish.
- At lunchtime dinner ladies don't do anything.

What will you take away from the day?

- Get my school to enforce more policies against racism
- Make an intervention
- Get my school to show videos

## **EVALUATIONS**

60 evaluations were received from 96 participants. 93% found the conference good or better; all found it at least satisfactory. The following quotes exemplify the general tenor of responses:

- Extremely informative and thought-provoking
- Well-balanced day - lots of good stuff
- Good recap of key issues
- I didn't think I would learn as much as I did today (having attended numerous training courses around racism etc.) but today was informative and inspiring
- Stimulates increased motivation to move things forward - makes me review my assumptions again and again
- Thought-provoking and challenging unconscious racism
- Empowering!!

[Headings below were generated post-conference to structure feedback.]

### **WHAT I WILL DO as a result of the conference [YP = young person's comment]**

#### **DATA, RECORDING & POLICY**

- Ask to see analysis of racist incident monitoring in LA
- Where is the data in my organization? Is it the right data?
- How many racist bullying incidents result in exclusion?
- Recording of racist incidents at the moment concentrate only on those that generate an incident form. Now we will record any aspect of racist behaviour
- Check method for recording racist incidents is up to date,
- Review racism policy and
- Review procedures and instigate new initiatives
- Revise anti-racist policy — with lots of people!
- Try (again) to write racist incident policy; has been very hard to find a model to use that really address impact monitoring
- Raise the issue of recording racist incidents at the City Youth Workers meeting

#### **DISSEMINATION**

- I will report back to my management and go from there and I would like to steer the student council towards a more active role when preventing racism and bullying
- Go through the checklist with staff
- Feedback to the management team and CPD session for the Multicultural Service Team
- Feedback to relevant people in school

- Share content of day with SLT, further discussions with pastoral team
- Share handouts and ideas with colleagues, further reading
- Feed back to SMT about the info from Conference, use information with pupils
- Will disseminate to my area team
- Working with Looked After Children, a great deal of ideas can be fed down, also back to team to stress importance of action and not empty words
- We are currently doing consultation work with minority groups; it will be worth sharing this information with them and also a rep of County Youth Service. This information will be disseminated to the management team and equality task group to assist in action planning
- Feed back to Minority Ethnic Achievement team, read/look at/investigate resources further, work out how to use what I have learnt in helping school to tackle racist behaviour and embedding race equality
- Make people more aware of bullying as a whole and what we can do to prevent/stop it (YP)
- I will discuss this with school and try to start to tackle bullying (YP)
- I will set up a support group in School (YP)
- I will discuss what I have learnt in the School Council, the LA Youth Council and National Youth Council (YP)

### **RESOURCES & CURRICULUM**

- Take some ideas back to use and resources to recommend to local schools
- I will look into using Britkid & Coastkid
- Feed back Britkid resource
- Purchase Throwing Stones
- Research on the website suggested, use example for work purposes
- Feedback drama workshop to Expressive Arts dept, highlight Britkid to head of year and PSHE dept (11-14)
- Plan work on curriculum for 08/09
- Examine PSHE programme and arrange more staff awareness raising
- Review citizenship scheme of work show RE teacher Britkid
- Using website with pupils, schools council and sharing with rest of pastoral team

### **TRAINING**

- Try to obtain Reuben video [Stella Dadzie] and use for some training I intend to deliver
- Staff/pupil/parent inset on racism on bullying in general
- Include some of what I have heard today in my training programme and advice to school
- Programme of training for schools and LA staff

## MISCELLANEOUS

- Work towards total involvement in relation with these issues
- Take time to read notes and information from conference
- Knowledge of the consequences racism has on people
- Work much closer with the council equality officer ensuring when I work with service users I am better prepared to deal with their issues
- Another conference

### WHAT ORGANIZERS COULD DO

- Whole school training for schools, especially for senior staff. I am at an upper school in Leicestershire
- Whole school sessions - i.e. teacher days?
- Pupils - offer more specific training for schools and organizations regarding talking to students etc
- Some organizations to offer follow up. More help to some schools.
- Offer support for adults who work with children & young people
- Come round to schools and try and influence it a bit more (YP)
- Yes, a further day as I would have liked to attend more of the workshops! And maybe a day not just focusing on schools - what about youth work?
- Will there be a follow up day? If so could we be contacted via e-mail.
- Contact us; keep us informed and up to date on other conferences.
- Any possible volunteer telephonic interviews to see how conference has impacted upon future actions by various organizations
- Maybe to follow up to find out how the issue is progressing in each organization following participants attendance at the conference
- Young people's conference (2 inc. YP)

## CONCLUSION

The conference was a great success, outlining current good practice and highlighting issues and needs from across the country. We have included the contact details of organizers to facilitate follow-through and hope that people who attended the conference will pass on examples of good practice, case studies, details of resources etc. for dissemination via our website <http://schools.leicester.uk/mce> to allow us all to better deal with racist incidents.

The comments of the young people in particular highlight matters that still need to be addressed:

- Asians fighting black/white students in our school, but the teachers didn't really deal with it
- We rarely talk about racism because teachers don't like it
- Saying a school is anti-bullying doesn't do anything, it might be a cop out. Schools have to act.
- Enforce policy because no one knows about it

The conference was a good beginning, but the organizers are conscious of the fact that there is not enough research into how young people view the issues and that the key conference aim to "enable young people to challenge racism" was not addressed fully enough, so we will be working to set up research with students in local schools and in organizing a conference for young people in Leicester & Leicestershire as our next step.

Thanks for your support.

*Clive, Sue, Rob, Ben & Mandeep*

## ***Dealing with racist incidents ~ selected resources***

### ***Advice, guidance and support***

- Tool-Kit for Tackling Racism in Schools S. Dadzie (Trentham Books, 1999 9781858561882)
- 'I Ain't Racist But ...a toolkit to assist youth workers deal with racist incidents' M. Rupra (Leicester: The Race Equality Centre 2004)
- Leicester City Council Multicultural Education website  
<http://schools.leicester.gov.uk/mce>
- DCSF: Safe to learn: racist bullying  
[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/specifictypesofbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/specifictypesofbullying/)
- Bullying around, racism, religion and culture (DCSF, 2006)
- Aiming High: understanding the educational needs of minority ethnic pupils in mainly white schools: a guide to good practice (DCSF, 2004 DfES/0416/2004)  
[http://www.standards.dfes.gov.uk/ethnicminorities/links\\_and\\_publications/](http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/)
- Recording and reporting racist incidents guidance (DCSF, Ethnic Minority Achievement Unit, 2006)  
[www.standards.dfes.gov.uk/ethnicminorities/](http://www.standards.dfes.gov.uk/ethnicminorities/)
- Guidance on the duty to promote community cohesion (DCSF, 2007 00598-2007DOM-EN)  
[www.teachernet.gov.uk/wholeschool/Communitycohesion/](http://www.teachernet.gov.uk/wholeschool/Communitycohesion/)
- Institute of Community Cohesion  
[www.coventry.ac.uk/researchnet/d/527](http://www.coventry.ac.uk/researchnet/d/527)



***Trentham Books publish titles by Stella Dazie, Chris Gaine and Robin Richardson***

### ***Education for Race Equality***

- Equality Assurance in Schools: Quality, Identity and Society - a handbook for action planning and school effectiveness (Runnymede Trust/Trentham Books, 1993 0948080914)
- Cambridgeshire Curriculum Guidance: valuing cultural diversity (Cambridgeshire Advisory Services Publications, 2002 1904452043) [www.cas.ccceducation.net](http://www.cas.ccceducation.net)
- Complementing Teachers: a practical guide to promoting race equality in schools Runnymede Trust/Granada Learning (Letts Educational, 2003 1840859121)
- Young, Gifted & Equal: racial equality standards for schools (2<sup>nd</sup> ed.) C. Billingham, C. Cabon & K. Obhi (Leicester City Council, 2003) Free download from <http://schools.leicester.gov.uk/mce>
- QCA ~ Respect for All [http://www.qca.org.uk/qca\\_6753.aspx](http://www.qca.org.uk/qca_6753.aspx)

### ***Mainly white schools***

- We're all white, thanks: the persisting myth about 'white' schools C. Gaine (Trentham Books, 2005 9781858563459)
- Still no problem here C. Gaine (Trentham Books, 1995 1858560136)
- Another spanner in the works: challenging prejudice and racism in mainly white schools E. Knowles & W. Ridley (Trentham Books, 2005 978158563473) Effective practice and practical sessions.

### ***Classroom resources***

- Throwing Stones: an anti-racist teaching guide & video for KS2 & 3 Leicestershire Constabulary (Network Continuum Education, 2004)
- Trial & Error: learning about racism through citizenship education S. Dadzie (DfES, 2003) *Free copy from the DCSF available to all secondary schools* (Ref DfES/0723/2003) <http://publications.teachernet.gov.uk>
- Britkid: a website about race, racism and life: [www.britkid.org](http://www.britkid.org)
- Coastkid: Brighton & Hove's anti-bullying website: [www.coastkid.org](http://www.coastkid.org)

### ***Primary picture books etc***

- **The Christmas Menorahs: how a town fought racism** J. Cohn (USA: Albert Whitman & Company, 1995 0807511536 ~ available through Letterbox Library) Based on a true story.
- **The life of Stephen Lawrence** V. Wilkins (Tamarind, 2001 1870516583)
- **Pig is moving in** C. Fries (Greece: Siphano Picture Books, 1999 1903078113)

- **Something Else** K. Cave & C. Riddell (Longman, 1994 Pbk: 0582411556; Big book: 0582411556)
- **When a Zeeder met a Xyder** M. Doyle (Doubleday, 0385607938)

### **Poetry**

- **The national anti-bullying poetry competition: the winners** (DfES, 2005 1844785823)
- **We are Britain** B. Zephaniah (Frances Lincoln, 2003 Pbk 0711219028; Big book 1845076826)
- **Wicked world** B. Zephaniah (Penguin, 2000 0141306831)

### **Secondary**

- **Caught in the crossfire** A. Gibbons (Orion, 2003 1842550969)
- **The dark beneath** A. Gibbons (Dolphin, 2003 1842550977)
- **The Edge** A. Gibbons (Orion Children's, 2002 1842550942)
- **Noughts and crosses** M. Blackman (Corgi, 2001 0552546321 & other editions) Sequels: Knife edge AND Checkmate.
- Noughts and Crosses is a currently touring RSC production; the play script is available (Nick Hern Books, 2007 1854599399)
- **Too black, too strong** B. Zephaniah (Bloodaxe, 2001 1852245549)



***A selection of resources from Leicestershire Multicultural, RE and Curriculum Centre***

## Conference organizers contact details

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