

Dwain **Brandy**



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= E EQUALITY**

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**Break
the
Cycle**

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5th

**Black students
have lowest
attainment 8
scores / Progress 8
scores**

Source: GOV UK

2x

**Black Children are
Twice as likely to
be permanently
excluded**

Source: The Guardian (McIntyre N, Parveen N, Thomas T, 2021)

5x

**Black Children are
5 times as likely to
be suspended**

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30%

**Of the school
population are
Global Majority
students**

Source: GOV UK

9.6%

**Global Majority
Teachers**

Source: The Guardian

3.6%

**Headteachers are
from the Global
Majority**

Source: The Guardian

**Break
the
Cycle**



10%

**GCSE modules refer
to Global Majority
people's contribution
in Britain**

5%

**Only 5% of exams
represent authors
from a Global Majority
heritage**

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Cycle**

Anti-Racist Education

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Curriculum review and Adaptation

Staff Training and CPD

Student Education

Leadership and Management

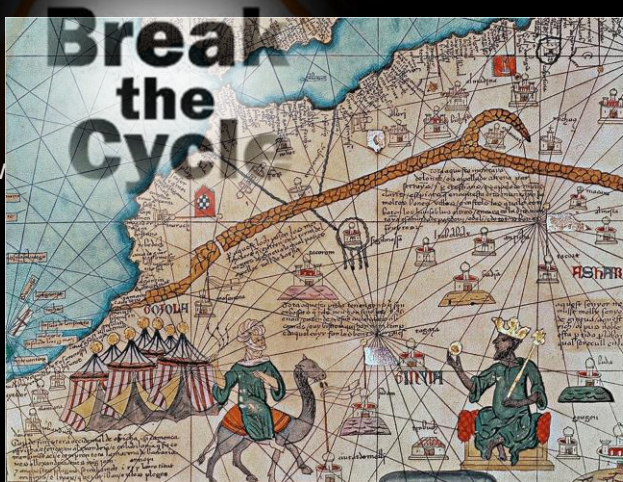
Community

Break the Cycle

Do – colonising the curriculum to ensure that . . .

- Increasing representation of events and individuals who are the 'Global World Majority' i.e. BAME
- Move away from solely focusing on the history of white, Western Europeans with political power
- Representation is not merely one of 'historical oppression' but diverse in its specific historic enquiry, highlighting role models
- The work of social historians is at the forefront of more historical enquiries
- The intersection between different characteristics e.g. class is recognised whilst acknowledging there is no hierarchy of oppression
- Recognition that changing the content of the curriculum is not enough, staff must be racially literate in order to effectively deliver this curriculum in an anti – racist way
- Key
 - Red; no BAME representation or historical enquiry is solely focused on oppression
 - Amber; representation is present and historical enquiry begins to challenge dominant white, Western narrative
 - Green; presentation is positive role models and historical enquiry is re – focused to the history of all people globally

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	To what extent did migration and invasion disrupt life for native populations from 1st – 11th century?	What changed the most after the Norman Conquest?	•To what extent was Medieval England a place of "fear and decay"?	How remarkable was the reign of Henry VIII?	Exploration or colonisation' How can we explain the reign of Elizabeth I?	•Why do interpretations of the British Empire differ so greatly?
Year 8	•How did enslaved Africans drive the abolition of slavery?	•How 'revolutionary' was the Industrial Revolution in Salford and Manchester?	•How did working people fight for their rights in 19th century Britain?	Why did James Hudson claim "no power on earth can make me into soldier" during WWI?	To what extent was WWI a turning point for women in Britain?	To what extent did Manchester and Salford embody a 'Blitz Spirit' in World War II? 2021 ONLY
Year 9	To what extent did Manchester and Salford	How was the Holocaust possible?	How did the Arab - Israeli conflict develop?	How did the Civil Rights Movement develop in Britain?	Work with Jeff - LGBTQ+ history in the NW?	TBC



What makes someone or something remarkable in history?

1. Something/ someone that was **unusual** for the time, so people decided to write about it or them
2. Something/ someone that people were affected by/ in awe of/ terrified of



The Mali Empire (1234-1240)
www.leadingequality.com

1. Where is Mali?
2. Why might it be surprising that Mali is not on this map?

MANCHESTER
1824



Teacher: Read through extract 1

Mali's economy

1. Why was the Empire of Mali so rich?
2. How did the Mansa help to protect this?

Recap! What did we learn about Shah Jahan?

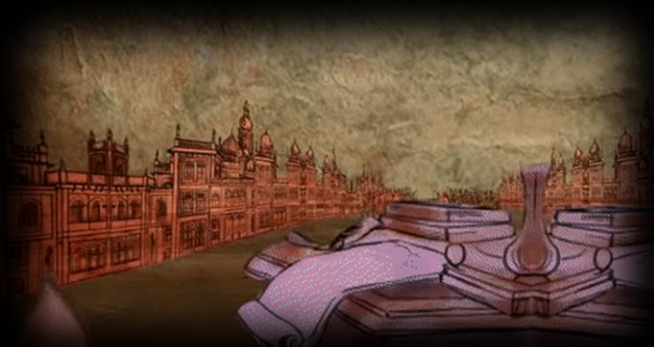
- Break the Cycle**
1. Think independently (1 minute)
 2. Discuss in your pair (2 minutes)
 3. Get ready to share your thoughts!



Lesson 6: What mattered to Shah Jahan?



Source 14 – A portrait of Shah Jahan sitting on his peacock throne.
The throne was described by the French physician, Francois Bernier as... supported by diamonds that add to the effect given added to with rubies, emeralds, and diamonds. I cannot tell you with accuracy the number or value of this vast collection of precious stones, because no person was allowed to touch them to inspect them or judge of their value and cleanness. But I can assure you that there is a confusion of diamonds, as well as other jewels, and that the throne, in the best of its preservation, is valued at four lakhs of Rupees... fifty millions of rupees, worth fifty millions of pounds or three hundred million dollars.
On top of the seat placed a peacock made of emeralds and rubies; on its head was placed a diamond the size of a hen's egg, known as the Koh-i-noor, the fountain of light, whose price no one but God himself could know!



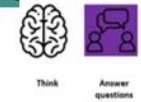
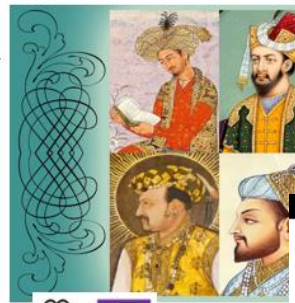
MANCHESTER 1824



An introduction to the Mughals

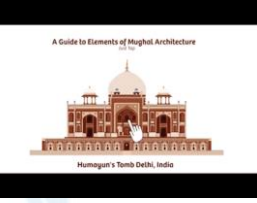
1. Ruled over parts of India for over 300 years (1526 – 1857)
2. 'Great Mughals' 1526 – 1707
3. 'Less Mughals' 1707 – 1857
4. Emperors – equivalent to a king
5. Muslim emperors but majority Hindu population

Predict . . . What issues might arise for emperors?



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An artist's impression of the 1st Battle of Panipat, fought between Babur and Ibrahim Lodi in 1526.

What can you see in the painting?

What do you think mattered (was important to Babur) Why?



Timeline of British Monarchs (1485-1707):

- Henry VII (1485-1509)
- Henry VIII (1509-1547)
- Edward VI (1547-1553)
- Mary I (1553-1558)
- Elizabeth I (1558-1603)

Timeline of Mughal Emperors (1526-1707):

- Babur (1526-1530)
- Humayun (1530-1556)
- Akbar (1556-1605)
- Jahangir (Salim) (1605-1627)
- Shah Jahan (Khurram) (1627-1658)
- Aurangzeb (1658-1707)

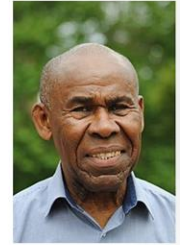


Break the Cycle

Gus Bailey, award-winning writer, education campaigner, consultant, lecturer and researcher.

Maintaining his interest in "schooling and education, youth development and the empowerment of marginalised groups within communities", Gus became a community activist.

"I had got some money from the British Council of Churches to set up a hostel for young black people, because they were sleeping on their friends' floors or sleeping rough in Moss Side, the reason being that their parents had been decanted to places like Sale and Partington, as part of the whole so-called regeneration business. And they continued to gravitate back to Moss Side. There was generally a sense of drift and disaffection amongst them. That made them even more in danger of getting involved with the police.



Task:

1. Why do you think that young black people 'gravitated back to Moss Side'?
2. What were the risks for young black people in Greater Manchester?



MANCHESTER 1824



How did the Bristol Bus Boycott be

A spring afternoon in 1963. Eighteen-year-old Guy Bailey arrived on time for his job interview. He strolled up to the front desk. He told the receptionist why he was there.

She looked up at him. "I don't think so," she said. Bailey thought she must be mistaken. "The name is Mr Bailey," he told her.

The receptionist stood and went to the manager's office. Bailey heard her call through his door: "Your two o'clock appointment is here, and he's black."

The manager shouted back from inside his room: "Tell him the vacancies are full."



Key questions:

1. Why do you think that Guy Bailey's job application was accepted in the first place?
2. Do you think that it was legal at this time for the Bus company to refuse interviews/ employment based on race?
3. Predict what happens next.

Story	How did the arrival of the Windrush affect the British experience of race?	Key terms and dates
Task 1: Create a title for each paragraph	Taken from Oxford AQA Thematic Studies	Task 3 - write these down
Task 2: Summarise each paragraph into 1 or 2 bullet points	<p>During WWII, 25,000 men and women from the British colonies in the Caribbean volunteered to fight. Life in the Caribbean was very hard in the 1940s and poverty was common. Britain needed rebuilding after WWII and had a shortage of workers - especially in transport, healthcare and building. So the Nationality Act of 1948 was passed which allowed all people who lived in the Commonwealth to hold a British passport - along with the right to live and work in Britain.</p> <p>Many in the Caribbean had been brought up speaking English and to view Britain as the 'mother country', facing themselves 'British'.</p> <p>On 22nd June 1948, the Empire Windrush arrived at Tilbury docks in London carrying 492 Caribbean immigrants. Other ships carrying migrants had arrived before, but this was the first one to be greeted by cameras and so made headlines, creating a legacy around how the Windrush had been remembered.</p> <p>Most migrants found jobs quickly, although these were often low paid and did not reflect their qualifications. They found that their skin colour provoked a hostile reaction, often experiencing difficulties finding places to live and open racism - this became known as the 'colour bar'.</p> <p>In the 1940s, Caribbean arrivals in Britain numbered around 500-700 each year. By 1953, the figure had increased to around 2000 per year. By 1960 there were around 40,000 West Indian migrants arriving each year. They settled in lots of areas but mostly London.</p> <p>There were occasions of outbreaks of violence, such as in Notting Hill in 1958, and the Government made an attempt to slow down immigration with the Immigration Act of 1962 which said you had to have a skilled work lined up to arrive - but only if you were Black or Asian.</p>	<p>Commonwealth - a political association of 54 member states, nearly all former territories of the British Empire.</p> <p>Mother Country - the ruling country in relation to its colonies.</p> <p>Nationality Act 1948 - allowed all people of the Commonwealth a British passport</p> <p>Immigration Act 1962 - attempt to stop Black and Asian immigration</p>
Task 4: Read through sources A and B and for each one, explain what it tells you about the Caribbean migrants' experiences of Britain (mention - work and attitudes/acceptance)	<p>Sources</p> <p>Source A: Prize-winning nurse at the Dreadnought Seaman's Hospital 1954. Ramsey of Jamaica (left), Bishop of England (centre) and Samuel of Trinidad (right).</p> <p>Source B: adapted from an article in the Guardian newspaper, 23 June 1948. What manner of men are these the Windrush has brought to Britain? On the decks I spoke with an apprentice accountant - a farm worker, a tailor - and a law student - and what made them leave Jamaica? In most cases a lack of work - some will be good workers, some bad, but the more world-wise among them are conscious of the deeper problem posed. In the past Britain welcomed displaced persons who cannot go home. "This is right," said one, "surely then, there is nothing against our coming, for we are British subjects. If there is - is it because we are coloured?"</p> <p>Scholarship</p> <p>Historian Robert Windin in his book <i>Bloody Foreigners</i> 2013</p> <p>In the decade that followed the voyage of the Windrush, nearly a quarter of a million migrants made their way their way to (Britain) to white Britain, it was a disconcerting shock, but no one should have been surprised - in colony after colony, across Africa and the West Indies, the lowering of the Union Jack left people stranded, with little but the theoretical promise of British citizenship to keep them warm. Now, as Europe picked through the ruin [of WWII], a small number - plotted a path to the mother country. They had no way of knowing that mother would be anything but pleased to see them.</p>	Task 5: Read the scholarship and highlight the key points. What own knowledge from the 'story' could you use to support the views? Add at least two points.
Task 5: Read the scholarship and highlight the key points. What own knowledge from the 'story' could you use to support the views? Add at least two points.		Task 6: Answer the enquiry question: How did the arrival of the Windrush affect the British experience of race? In a short paragraph with at least two pieces of specific evidence.



Source B: A page from a newspaper printed and published by Black British Panther party in July 1970.



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Case study: The Mangrove

Between January 1969 and July 1970, the police had raided the Mangrove Restaurant twelve times. No evidence of illegal activity was found during these raids. The Mangrove was a sanctuary for many immigrants and felt their safe space was being taken away from them. Local Police Constable Frank Pulley remained convinced that the restaurant was 'a den of iniquity' frequented by 'pimps, prostitutes and criminals'. However, none of these were found during the many raids.

Task:

1. Based on what we have learnt about attitudes towards black people in Britain in the 1970s, why do you think the police targeted The Mangrove?
2. What impact would police persecution have on the Black British experience?

Challenge:

Why might a restaurant mean so much to the community?

MANCHESTER 1824



Break the Cycle

THE MANCHESTER Caribbean CARNIVAL
Feel the carnival fever

As a founding member and the chairperson of Manchester's carnival committee, the Manchester Alexandra Park Association (MAPCA) - Ms Locita Brandy played a central role in its organisation from 1970-1997.



Manchester carnival chairperson: Ms Locita Brandy

In 1959, Brandy and her family moved to Moss Side where they were the first black family on their street. Inspired by 'a longing for home' and memories of the colourful and vibrant St Kitts and Nevis carnival of her home, Brandy worked with others to introduce Manchester's first Caribbean Carnival.

Task:

Ms Locita Brandy was...

Her form of activism was focused on...

Challenge: This form of activism is effective because...

What was the significance of the Notting Hill Race Riots?

L.O: To identify the key events and significance

1. Who came over to Britain during the 'windrush' era? **People from the West Indies / Caribbean**
2. Why were people encouraged to migrate to Britain from the colonies after WW2? **There were labour shortages / the country was in need of rebuilding**

Key words:

Hostility, Intolerance



Title: How 'great' were the Black British panthers?

L.O: To analyse the significance of the Black British Panthers

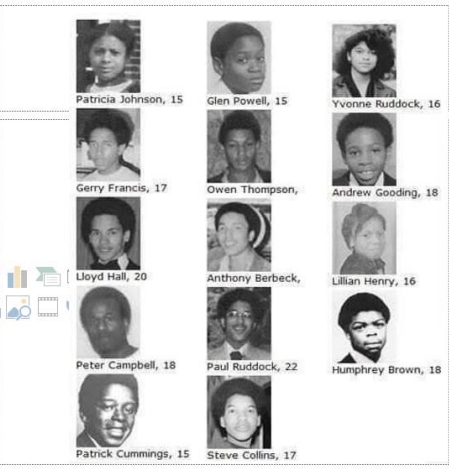
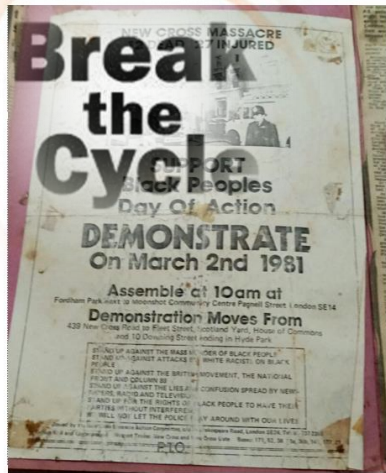
5mins
in silence

Do now:

1. What are 'hidden histories'? **A history that is under the surface that people might not think about.**
2. Where is Notting Hill? **West London, North Kensington**
3. Give TWO examples of black activism in Britain that you learnt last lesson. **The Caribbean/Notting Hill Carnival, the Black Dimension magazine, setting up hostels for young black people.**

Challenge: How do we decide if something is historically significant?

Key Words - Significance, impact



Moss Side 1981 - riot or up

- On 8th July 1981, a crowd of more than 1,000 youths besieged the police station in Moss Side in Manchester. All windows in the building were broken, and twelve police vehicles were set on fire. This happened because of the continual harassment of young Black people by the police.
- The 'sus' law permitted a police officer to stop, search and potentially arrest people on suspicion of them being in breach of section 4 of the Vagrancy Act of 1924. The use of this law by the police was specifically used against Black and Asian communities, including racial profiling, with increasing frequency through the 1970s and this use was seen as the trigger for the riots of 1981.

<https://www.youtube.com/watch?v=BxgpkEEja4s>

**MANCHESTER
1824**



**MANCHESTER
LOCAL BLACK
HISTORIES**

MANCHESTER 1824
The University of Manchester

Historic England



World Majority	power	highlighting role models	hierarchy of oppression	– racist way	
Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	I believe that history is moving towards an anti racist, decolonial example through the study of Black Tudors, Black British Civil Rights and the Israeli conflict. The next phase is to ensure that the lens of the curriculum is further reduced and more role models insecure to give an accurate representation of the history of the Global World Majority.
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	I have really enjoyed teaching Y8 history, especially the Enslaved Africans, Civil Rights unit and WW1 women. Students really enjoyed CR and Women too. 8.7 student engagement lower with Industrial Revolution and Political Rights lesson.
Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	The inclusion of the British Civil Rights movement in Year 9 has been fantastic this year. Students have had the opportunity to discuss local and national content that represents their world rather than through an American lens. Engagement and participation has been high the impact of which can be seen in option choices.
Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Students have really enjoyed the diversity of the curriculum. Students have become more open in speaking about race and acknowledging how history has been white-washed throughout history. In some lessons such as the 'Black Tudors' this lesson needs adapted/moved earlier in the SoL as the students felt that it was placed into the curriculum as tokenistic whenever that wasn't the plan. The students in Year 9 have spoken highly of the Black and British experience we have studied most recently however they did struggle with the Arab-Israeli Conflict but I think this was down to the fact we studied most of the content during the period of home learning. I feel we have been excellent at looking at history at a local level to ensure that students can relate more to the content.
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	I have really enjoyed teaching the history curriculum this year as students have been highly engaged. Students have really enjoyed having conversations about topics that previously may have not been approached. I think the year 8 curriculum in particular this year has really challenged many students views which has been very encouraging to see. When looking at the civil rights movement students have been shocked by the content (examples of racism across the US) but this has sparked conversation and has made students reflect on themselves as well as questioning racism within UK. I think the curriculum has had a positive effect on our pupils and it is clear this is a really powerful step in becoming an anti-racist school.
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	I thought it was excellent - insightful, diverse, balanced. Students were really engaged and interested. Eloise has done a great job with it.
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	The History curriculum is very diverse especially in comparison to other schools.

**Break
the
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Anti-Racist Education

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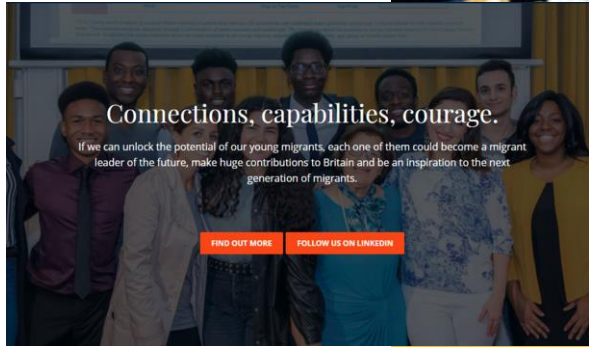
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- In one academic year – 10 % increase in the number of Global majority students studying history as a GCSE subject

VIOLENCE
Break
the
Cycle
DIFFERENTLY FOR
MANCHESTER'S COMMUNITIES



DIVERSITY
CHAMPIONS



Connections, capabilities, courage.

If we can unlock the potential of our young migrants, each one of them could become a migrant leader of the future, make huge contributions to Britain and be an inspiration to the next generation of migrants.

FIND OUT MORE FOLLOW US ON LINKEDIN



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Show Racism the **Red Card**

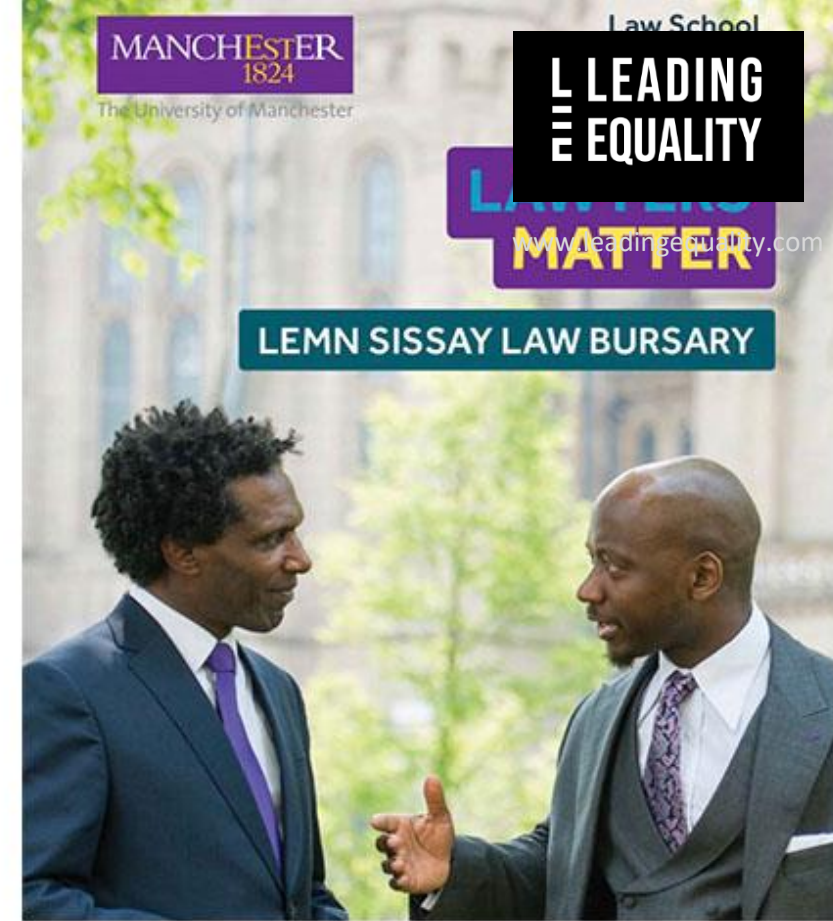
WV
WISDOM AGAINST RACISM

LBU
LEEDS BECKETT UNIVERSITY
United Kingdom

MIGRANT LEADERS
connections • capabilities • courage

Anne Frank.
The Anne Frank Trust UK

ARTS



national
education
union

DE DIVERSE EDUCATORS

STEPHEN LAWRENCE DAY

WITH INSIGHT

**Break
the
Cycle**

Break the **Cycle**: update

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**Applied for an accredited Anti- Racist
Award through Leeds Beckett University**



The Anti-Racist School Award Diagnostic

Governance, Leadership and Strategy

A designated governor for BAME achievement, BAME students', families' and staff well-being is well established and effective in their role.

Governors and senior leaders focus their personal and professional commitment to establishing and embedding anti-racist approaches in all school policies and processes.

There is a clear understanding of racism which is embedded within a strategy on managing and recording racist incidents. Monitoring racial incident reports over time and tackling negative trends.

12 out of 15

3

4

5

School Environment

BAME staff and students have confidence that the school will thoroughly investigate racist incidents and take action, without fear of recrimination. Schools deploy the process of restorative justice to support victims and perpetrators (which may involve parents/carers) to develop mutual respect.

A sense of belonging is engendered for BAME students, staff and parents/carers.

Chosen visiting speakers are from diverse ethnic groups and backgrounds.

12 out of 15

3

4

5

Professional Learning & Development

There is an open professional environment in which all staff can have courageous conversations about race, racism and anti-racist practice.

The school audits the professional learning undertaken by all staff on race equality and ensures regular professional learning is undertaken in this respect to improve the racial literacy of all staff. The school develops and improves racial literacy for all staff, governors, students and within the wider community.

The school identifies BAME staff to develop into senior leaders and provide opportunities to progress their career.

13 out of 15

5

5

3

Hidden Curriculum

The images and text (using a variety of languages and scripts) used on the school's website, promotional materials etc. are representative of multicultural Britain.

The physical/material environment (e.g. school uniform practices/hair policy) respect the cultural and religious identity of students. The areas where students are able to congregate and how these are managed, including outside the school (e.g. transport to and from school) engender the safety and

The values promoted across the school are universal human values which all members of the school community respect, adhere to, and demonstrate.

13 out of 15

5

3

5

Pedagogy & Curriculum

There are robust policies and practices regarding race equality in school which promotes teaching and learning to develop students' critical understanding of anti-racism and a multicultural society.

Curriculum leaders and teachers include the contribution of people of colour to knowledge construction in their subject.

Trips, visits, visiting speakers and after school activity are carefully selected and scrutinised for their appropriateness in line with the school's commitment to anti-racism.

13 out of 15

4

5

4

Parents/Carers and Community Partnerships

All members of the community are welcome and there is a variety of ways, times and methods through which they can engage with the school. The school deploys proactive approaches towards parents and carers of colour to sit on strategic parents' groups.

Parents and carers from all groups, especially those from BAME backgrounds and those for whom English is an additional language, feel confident the school will deal with racist incidents, complaints and concerns with equanimity and fairness.

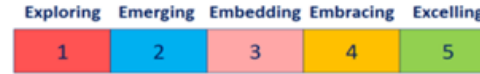
13 out of 15

4

4

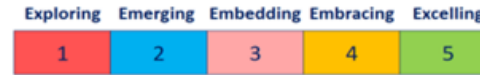
5

Rate each statement out of 5 using the criteria in the 5Es graphic



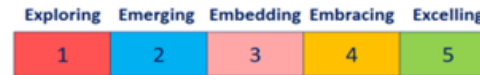
5Es Continuum of Improvement

Your school will self-evaluate against the eight competencies using the following definitions of the 5 Es continuum of improvement model.



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