



**THE HACKNEY
SCHOOLS CHARTER
FOR RACE AND SEND**

Working for every child





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This charter will address the protected characteristics of race and Special Educational Needs and Disabilities (SEND)

Introduction

Social exclusion can take different forms and is connected to aspects of social and personal identity such as race, sex, identity, disability, religion, class, sexuality orientation, marital status and age. These can play a part in how individuals experience and navigate institutions, organisations and society. Social exclusion may not always be based on a single aspect of a person's social identity, thus bringing to focus the intersecting nature of social exclusion. This charter for Hackney schools and settings will focus on two social identity aspects: race/ethnicity and special educational needs & disability (SEND). Our position in Hackney is simple: because racism and inequalities are in society, they are in our institutions, educational settings and otherwise and we must work hard to address this.

Miller (2019) noted that "Racism in England's education system is a reality – a reality played out in different ways, affecting students and staff in multiple ways and influencing their experience of, and interaction with/in, the education system" (p. 987). This observation points to potentially multiple experiences, discrete and intersecting, for staff and students based on, for example, race, gender and SEND. There are approximately 3 million children or one-third of all children in primary, secondary and special schools, from Black & Global Majority (BGM) heritage in England. Of this number, just under 1.6 million are in secondary schools, just over 1.1 million are in primary schools, and just over 245,000 are in special schools. In terms of outcomes, Black children are most likely to underachieve, and in terms of exclusions – both temporary and permanent, Black children are second only to students of Gypsy Roma and Irish Traveller backgrounds.

It is also important to recognise and address the various forms of discrimination and racism that many minoritised groups, including Jewish, Muslim and other faith communities as well as the Gypsy Roma communities may face. Antisemitism, Islamophobia, and racism are detrimental to the well-being and equity of these communities. As such it is through these lenses that we must take a considered approach across our settings.

How can schools use this charter and who is it for?

Shared Vision: This charter will serve as an important framework for promoting equity, diversity and inclusion in schools and educational settings in Hackney. The charter provides a common goal and direction for promoting a shared vision that unifies our Hackney schools in their commitment to promoting equity and inclusion.

Principles: The six principles of the charter offer a clear and actionable framework for schools to address various aspects of the Equality Act. These principles can guide schools in implementing policies that ensure equity for children, young people and staff. Schools can use this charter as a reflective tool to assess their current practices and policies. It encourages self-evaluation, helping schools identify areas where they can improve with the principles outlined in the charter.

Collaboration: The charter recognises that some schools may be working with other organisations to develop their own charters. It will offer guidance and a foundation for schools and settings to develop their own charters, ensuring consistency and alignment with broader goals.

Best Practice: The charter's commitment to capturing best practices from across the borough is valuable. It will encourage the sharing of successful initiatives and strategies among schools, promoting a culture of continuous improvement and learning.

Aims of the charter:

By seeking to create a culture where race and SEND are embraced and where **barriers are minimised or removed**, the charter reflects a commitment to inclusivity, diversity and equity in our educational settings. The charter's emphasis **on embracing race and SEND** underscores the importance of celebrating and recognising the experiences of children and young people within these groups. It acknowledges that there may be systemic, attitudinal or structural obstacles that hinder the full participation of BGM children and children with SEND. Subsequently, acknowledging the need to better **understand the daily lived experiences** and unique challenges of these groups is essential, it will ensure that we have a lens on these areas, in everything we do. The charter's aim to **challenge ideologies** taught to children is significant. **Voice and dialogue** are crucial in advancing the principles of the charter and empowers staff, parents and children to engage in discussions about belief systems and ideas around race. This open dialogue is essential for raising awareness, promoting empathy and challenging preconceived notions, fostering a more inclusive culture. The charter's role as a **reflective development tool** for school leaders is valuable. It encourages self-assessment and improvement, helping schools to identify gaps and opportunities for growth in their efforts to address racial inequity and support students with SEND.

Principles of the Charter

There are six principles associated with this Charter as follows:

- **Individualisation** – recognise that neither people of BGM or people with SEND are homogenous group, and we will tailor our support to reflect the needs of different groups.
- **Relationships** – develop meaningful relationships with individuals and organisations, to enable us to be more targeted and agile in our work with people with SEND and those from Black and Global Majority communities through dialogue and joint projects to understand and address issues that impact disproportionately on them.
- **Visibility** – promote and celebrate the history and achievements of people with SEND and those from Black and Global Majority heritage in communities, schools and workplaces through arts and cultural events.
- **Partnerships** – work together with individuals and organisations, including youth focused and led organisations, to ensure the governance structures of the Council, and schools in the Borough, are diverse and representative of the people they serve.
- **Knowledge** – understand the damaging impact of structural and institutional racism on students, staff and families, and acknowledge that people with SEND and those of Black and Global Majority heritage have particular ‘lived experiences’ that all communities and generations can and need to learn from, to break the cycle of systemic discrimination and disproportionate outcomes.
- **Resourcing** – provides equitable and adequate resources to advance equity-based interventions for people with SEND and people from Black and Global Majority heritage.

Commitment

Signing the Inclusion Charter is a commitment to:

- Providing a clear visible and sustained leadership for continuous learning and training around anti-racism and SEND.
- Ensuring that our curriculum is representative of the communities we teach
- Ensuring there is an individual and collective responsibility for understanding the systemic barriers faced by Black and global majority children and young people in relation to anti-racism and SEND
- Challenge what normal looks like in our setting
- Confront challenging issues and proactively address issues of injustice and not shy away from tackling issues that are barriers to opportunities faced by marginalised groups.
- Articulates and promotes a shared language and culture of diversity, equity and inclusion across our setting.
- Addresses and manages conflict productively with all involved parties.
- Communicates direction to achieve goals.
- Recognises the different impacts change can have on individuals and groups.
- Uses diversity to build capability and enrich learning for all.

Name:

Headteacher

Signature:

Name:


Chair of Governors

Signature:

Name
of
School:



The Hackney Schools Charter for Race and SEND

Knowledge and understanding 		
Domain	Professional actions and behaviours	Examples of Promising Practice
<p>Articulates and promotes a shared language and culture of diversity, equity and inclusion.</p>	<ol style="list-style-type: none"> 1. Develops, articulates and promotes a shared language of diversity, equity and inclusion among staff, students, parents, governors and other stakeholders. 2. Equips staff and students reporting to recognise, challenge, ‘constructively challenge’ and report all forms of discrimination through the implementation of robust and support mechanisms. 3. Understands the relationship between a school and its context (e.g.: local and national), and connects events and artefacts within the school organisation to wider society, and vice versa, in order to promote broader understanding and awareness of issues and perspectives. 	
<p>Uses diversity to build capability and enrich learning for all.</p>	<ol style="list-style-type: none"> 1. Capitalises on the diversity of skills, knowledge, experiences, networks and ideas possessed by members of the school organisation to upskill and enrich learning for all. 2. Engages diversity as a holistic concept and practice that requires and promotes deep listening, sincere engagement with the points of views and experiences of others and respectful challenge to misrepresentation and mischaracterisation. 3. Uses data in decision-making about diversity, equity and inclusion, and draws upon the lived experiences of those facing discrimination and/or intended recipients of equity-based interventions. 	

Skills and performance



Domain	Professional actions and outcomes	Evidence of practice against professional
Confronts challenging issues and proactively addresses issues of injustice.	<ol style="list-style-type: none"> 1. Takes the lead in promoting racial and social justice and in resolving perceived and/or actual incidents of injustice. 2. Implements systems, policies and processes that promote social harmony, respect for others, acceptance and respect for, and compliance with the rule of law. 3. Ensures a system of redress is available to those who experience discrimination and/or unequal treatment. 4. Tackles apathy among stakeholders, promptly and fairly, ensuring accountability systems and adequate support are in place to secure best outcomes for all. 5. Retains focus on and commitment to racial and social justice in the face of organisational systemic and/or other barriers and obstacles. 	

Values and Beliefs



Domain	Professional actions and outcomes	Evidence of practice against professional
Addresses and manages conflict productively.	<ol style="list-style-type: none"> 1. Works skilfully and pro-actively to address and resolve conflicts and confusion of purpose, and clarifies for stakeholders why the school's engagement in racial and social justice is important, if not vital. 2. Builds capacity of staff, students, parents and governors to successfully identify and remove barriers to learning, and other barriers faced by members of the school organisation. 3. Works internal and external partners to improve conditions through agreed monitoring/evaluation mechanisms. 	

<p>Values individual differences and ensures that members of a school community are treated fairly.</p>	<ol style="list-style-type: none"> 1. Demonstrates understanding, courtesy and respect for individual differences (e.g.: personality, cultural, ethnic, gender, class, special educational needs, disability); communicates the value of diversity to staff, students and other stakeholders. 2. Leads by example by clarifying own position on equity, diversity and inclusion and aligns actions accordingly; maximise opportunity to bring people onboard and to lead by example. 3. Challenges and seeks redress for all forms of discrimination, intolerance, prejudice and bullying. 4. Embeds diversity, equity and inclusion through curricula and a range of events, and through working purposefully with staff, students, parents, governors and external partners to create a spiral effect. 	
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Personal commitment (Wellbeing)



Domain	Professional actions and outcomes	Evidence of practice against professional
<p>Communicates direction to achieve change goals.</p>	<ol style="list-style-type: none"> 1. Anticipates challenges and/or resistance and have a plan in place to secure support and buy-in from all stakeholders. 2. Explains the expected impacts of change agenda in ways that are practical and relevant to different stakeholders (e.g.: staff, students, parents, governors); communicates the benefits of change to each group, taking account of, and acting on feedback received. 3. Includes all stakeholders in decision-making as appropriate to build organisation-wide understandings and support. 4. Promotes a shared culture of change through transparency, shared meaning-making and shared understanding. 	

Domain	Professional actions and outcomes	Evidence of practice against professional
Recognises the different impacts change can have on individuals and groups.	<ol style="list-style-type: none"> 1. Exercises emotional intelligence and environmental awareness in seeking to introduce and implement change agenda in order to minimise resistance; communicates with stakeholders as individuals and groups and ensures they feel listened to and valued. 2. Creates a balance between leading organisational change and building a school organisation that reflects its values, missions and objectives, and the era within which it operates. 3. Builds consistency in organisational systems and processes; holds self and others to account; ensures transparency. 	

Anti-racist practice - What is going well in Hackney?

Hackney schools and professionals are actively working on ensuring that an anti-racist lens is applied to educational settings; this commitment to anti-racism is essential for creating a more equitable and fair learning environment for all students and, as David Weaver conveys, ‘business critical’ for the children, young people and families in Hackney. Curriculum reviews have captured the lived experiences and contributions of Black people across the key stages; The involvement of some secondary schools in the ‘Belonging Project’ whereby BGM students have opportunity to engage in discussions their school experience; Acknowledging racial trauma is an important step in creating an empathetic learning environment. Our Wellbeing and Mental Health (WHAMS) workers are in schools, equipped with knowledge of the impact of racial trauma on young people. Training around the concept of adultification has also been undertaken by schools so that staff are aware of this bias and its potential consequences to BGM children and young people. These elements collectively contribute to a more holistic and empathetic understanding of BGM children and young people across the Hackney school system.

Furthermore the academic achievements of Hackney schools in 2022 are commendable. Being ranked joint 8th in the country for the percentage of pupils achieving the expected standard in reading, writing and mathematics is a significant accomplishment. Incorporating the celebration of Black global majority voices in the curriculum resources is an important step towards creating a more inclusive school experience. The existence of Black and global majority parents’ groups in some schools is also a positive development, allowing for collaboration and dialogue between Black and global majority parents and schools to better understand and support their children.

All our special schools in Hackney are good or outstanding. Stormont House School has consistently received outstanding full inspections since 2005. Achieving four consecutive outstanding ratings

across all areas is a commendable accomplishment and speaks to the dedication and effectiveness of the school's staff and leadership.

The success of the sixth form and the innovative model being implemented are particularly noteworthy. The impressive curriculum has been tailored to meet the specific needs of the students without compromising on ambition. This approach not only ensures that the students receive an education suited to their individual requirements but also contributes to their successful transition into further education, employment, or training.

The fact that there are zero young people classified as NEETS reflects positively on the school's ability to provide a supportive and effective learning environment. Keeping all students engaged and on a path toward education or employment is a crucial achievement that has long-lasting positive effects on their lives.

The Garden School is an outstanding all age school for autistic children with severe learning difficulties. Its child-centred curriculum, focusing on the needs of individuals, is commendable. The school is dedicated to fostering communication and independence for its students. The recent opening of their sixth form, The Pavilion, is designed to help prepare some of our most vulnerable children for adulthood. Ickburgh School is committed to an ambitious curriculum, fostering a strong sense of fulfilment, belonging, and independence for all of its children. The school has also been recognised for its 'rich programme of social and cultural opportunities.

Other successes include:

- At Early Years Foundation Stage and Key Stage 2, Hackney's African, Bangladeshi, Caribbean, English/Scottish/Welsh, Indian and Mixed Heritage cohorts, outperformed the equivalent national cohort in 2022 (national comparison not available for Turkish, Kurdish and Turkish Cypriot).
- Hackney has been in the top quartile consistently for Key Stage 4 outcomes, over the period considered from 2018 onwards.
- Bangladeshi and Caribbean pupils outperformed their national cohorts on the level 5 benchmark. On the two attainment benchmarks (Attainment 8 and Level 5+ in English and maths).
- Hackney's position in 2022 mirrors that of 2019, where levels are above the national average but below London levels.
- At KS4 Bangladeshi and Caribbean pupils outperform their national cohorts on the level 5 benchmark.

In addition to the above, many schools are working in different ways to intensify their practices in anti-racism, for example:

- Work is underway to actively decolonise the curriculum to make it more relevant to the needs of our learners. An example of this is The Hackney Diverse Curriculum, [here](#), written by Hackney teachers.
- Schools are more purposeful in how they choose and mount displays and in how they celebrate people of BGM heritage beyond Black History Month.

- Some schools are showing greater levels of awareness of racism through their engagement in different forums, for example: the anti-racist symposiums in conjunction with Hackney Education and ‘A Space for Equity and Race’.
- Schools have deepened and widened their work with parents and families, for example, through forums with parents and carers of BGM children. A guide to support is [here](#).
- Counselling for young people at risk of exclusion from African, Caribbean and mixed heritage is provided.
- Some schools are working in close partnership with grassroots and other organisations to intensify their support for children and staff in an attempt to reduce suspensions and exclusions. Guidance to support children at risk from suspension and exclusion is [here](#).

What needs to improve

Racism is a significant safeguarding issue and it can cause substantial harm to both children and staff members. Addressing racism in the education system is crucial to creating a sense of belonging...

Racism is a safeguarding issue. It causes harm. As mentioned above, racism is endemic in England’s education system and affects children and staff of BGM heritage in different ways. In Hackney, concerns revolve around areas such as curriculum and attainment, suspensions, parental engagement and staffing.

Through an anti-racist lens, we acknowledge that a societal level of systemic racism impacts our **Black and global majority** (BMG) children and their families.

- Across the Hackney education system, children, especially from Black Caribbean backgrounds, achieve less well and are more likely to be excluded than their peers and this needs to change.
- Work carried out by The Hackney Schools Group [here](#), documents the experiences of children and their parents. The work encompassed mainly primary schools, carrying out listening sessions with secondary school BGM children is required.
- The commitment to being anti-racist means that we are consciously aware of how race influences our experiences, practices and shapes our lives. To this end, the call for more anti-racist training across our schools is essential.
- Being actively anti-racist recognises that this is everyone’s problem and that we all have a part to play in eradicating the disparities that exist within Hackney’s education system.
- The collective practice towards being racially inclusive requires that we strategically examine the gaps in our education system with actionable measures.
- National research suggests that the COVID19 pandemic has widened the achievement gap in children’s education, particularly for disadvantaged children, which threatens to perpetuate societal inequalities, which is mirrored across Hackney.
- Despite a 35 % reduction in exclusions between 2017/18 and 2021/22, with a 23 % decline in

exclusions for Hackney secondary schools, disproportionality continues to be a challenge with the over-representation Black Caribbean boys with Caribbean girls on the rise.

- In 2021/22, children from Black heritage background accounted for 52 % of Hackney's permanent exclusions, around 32 % of Hackney's school population.
- Black Caribbean and mixed heritage children in Hackney secondary schools are more likely to be suspended compared to the rate for children nationally.
- White British children attending secondary schools in Hackney are less likely to be suspended compared to their peers nationally.

SEND - What is going well in Hackney

All our special schools in Hackney are good or outstanding. The Garden School is an outstanding all age school for autistic children with severe learning difficulties. Its child-centred curriculum, focusing on the needs of individuals, is commendable. The school is dedicated to fostering communication and independence for its students. The recent opening of their sixth form, The Pavilion, is designed to help prepare some of our most vulnerable children for adulthood. Ickburgh School is committed to an ambitious curriculum, fostering a strong sense of fulfilment, belonging, and independence for all of its children. The school has also been recognised for its 'rich programme of social and cultural opportunities.

Stormont House School has consistently received outstanding full inspections since 2005. Achieving four consecutive outstanding ratings across all areas is a commendable accomplishment and speaks to the dedication and effectiveness of the school's staff and leadership. The success of the sixth form and the innovative model being implemented are particularly noteworthy. The impressive curriculum has been tailored to meet the specific needs of the students without compromising on ambition. This approach not only ensures that the students receive an education suited to their individual requirements but also contributes to their successful transition into further education, employment, or training.

The fact that there are zero young people classified as NEETS reflects positively on the school's ability to provide a supportive and effective learning environment. Keeping all students engaged and on a path toward education or employment is a crucial achievement that has long-lasting positive effects on their lives.

97% of schools in Hackney are rated good or outstanding and performance across all KS4 Ebacc measures for SEND children in Hackney is better than the England average. Hackney is ranked 8th in England for the percentage of SEN support children achieving grades 9-4. A new offer to schools and settings focused on the Team Around the School Approach, is designed to provide support to schools from Education, Health and care professionals.

Successes include:

- The Attainment 8 score for Children with EHC plan is above the England average although performance in English and Maths is less strong.

- The low absence rates for children with SEND in Hackney is 3rd in England for the percentage of EHCP children with persistent absenteeism.
- Throughout the academic year, SENCOs meet six times as a group and with other professionals. SENCOs are finding that working in geographical hubs is also helping to improve their understanding and practice. This forum also seeks to find opportunities for parental engagement so they can feel more confident and connected in supporting children on the SEN register. **Hackney SENCo Forum Guidance 2120/2022.**
- Schools have deepened and widened their work with parents and families, for example, through forums with parents and carers of children with SEND. A guide to support is **here.**
- Across many schools, reasonable adjustments are being made to support children with SEND.
- SEND pupils regularly meet at a SEND Pupil Voice forum, which creates a safe space for discussions, facilitated by Educational Psychologists and other professionals.
- Our SEND pupils had the opportunity to feed into the SEND Green Paper consultation, facilitated by the SEND Local Offer Coordinator, which culminated in the **Children and Young People's response to the SEND and Alternative Provision Green Paper.**
- SEND conferences continue to bring together staff and governors for learning and reflection about ways of working together with a commitment to evaluating practice around SEND.
- Transition for Yr 6 children with SEND to secondary school is a bespoke approach based on the individual school.
- Wellbeing and Mental Health specialists are based in primary and secondary schools and alternative provision settings to support children and young people.

What needs to improve

It is important to address key concerns surrounding Special Educational Needs and Disabilities in Hackney as these issues can significantly impact the educational experience and outcomes for children with SEND. Ensuring that support staff receive proper training in SEND is crucial. Boys, particularly those with SEND, may be at a higher risk of suspension or exclusion from school. Addressing this issue involves a combination of targeted support, behaviour management strategies and a focus on creating an inclusive and supportive school environment. Children with SEND who also have English as an additional language, learners may face additional challenges. Providing resources, training and support to parents/carers and children with EAL can help bridge communication gaps and ensure they receive the necessary support. Delays in completing EHCPs can be detrimental to children with SEND, as these plans outline their specific needs and required support. Therefore, timely completion is crucial to ensure children receive the appropriate services. Greater collaboration with parents is essential, especially if they are involved in the decision-making process. Effective parental involvement can foster a more supportive and effective educational environment. Collaboration with external agencies and specialists can provide additional expertise and resources to support children with SEND. Addressing these concerns will require a coordinated effort among Hackney Education,

schools, parents and administrators. Developing a comprehensive SEND strategy that prioritises these areas can go a long way in improving the educational experience and outcomes for children with SEND in Hackney. Additionally, ongoing evaluation and feedback mechanisms should be in place to ensure the effectiveness of these initiatives.

- The timeline for the completion of an EHCP has not always been met; meeting the statutory deadlines for the completion of EHC Assessments will be something that the SEND team is committed to improving. Additional resources will also be in place to support Autism under 5 pathways.
- The intersection between SEND and race are apparent in suspensions data; as such both the SEND team and schools need to continue working together to foster relationships needed to tackle anti-racism and inclusion issues.
- The relationship between home, school and Hackney Education is critical for ensuring that the needs of children with SEND are met.

Children at the SEND Pupil Voice Forum expressed their feelings on the following:

- wanting more quiet spaces in schools
- wanting teachers to understand their needs
- not always knowing what their EHCPs say about them; some had not even read their own EHCPs.
- Amplifying the voices of children and young people can sometimes be a barrier. As such, the launch of a young people's forum will seek to capture voices in a productive way and feed into the efficacy of services.
- With the number of children and young people requiring an Educational Health and Care Plan (EHCP) on the rise, a restructuring of key services that works across SEND into one integrated service will seek to reduce caseloads.
- English as an additional language (EAL) and parents who are new to the country are barriers for some; improving the co-production to build parent/carers trust is essential. Parent/carers System Leader is also a key point of contact for supporting schools with engagement.
- To ensure that SENCOs are aware of the different types of provision, the Graduated response, [here](#), allows schools to embed it into their own settings.
- The lack of clarity when trying to access SEND services can indeed be a significant challenge for schools, parents and carers. The need for a streamlined restructure of services and implementation of early interventions before considering Educational, Health and Care Plans (EHCPs), is underway.
- We all want to provide high-quality and inclusive teaching in our schools and settings. However, the way we organise teaching and learning can sometimes lead to low or fixed expectations e.g. of particular 'sets'. Developing adaptive teaching approaches, responsive to the learning needs of children, could provide better-scaffolded opportunities to meet expectations.
- Teaching assistants are valuable resources; ensuring that they are fully prepared to help children develop skills and manage their own learning, is crucial to developing independence.

References

- Miller, P. (2020). Anti-racist institution leadership: making 'race' count in leadership preparation and development, Professional Development in Education, <https://doi.org/10.1080/19415257.2020.1787207>
- CARICOM Secretariat (2020): CARICOM Teaching Standards: Microsoft Word - Revised CARICOM Standards for the Teaching Profession- 21.08.2020.docx
- Osman, A. & Miller, P. (2022). Commonwealth Educational Leadership Handbook: Commonwealth Educational Leadership Handbook | Commonwealth iLibrary (thecommonwealth-ilibrary.org)
- IESE. (2022). Leadership for Inclusivity Capabilities Framework, London: Institute for Educational & Social Equity
- The Head, Heart, Hands and Wellbeing framework used in this charter was developed in 2017 by Dr Freddy James, University of the West Indies, St Augustine Campus, Trinidad & Tobago
- Reducing School Exclusions – Update report January 2023
- Annual Update of EYFSP, KS2 and KS4 outcomes in Hackney 2021/22
- Hackney's SEND Strategy 2022-2025

Supporting links

Graduated Response

SEND Pupil Participation Audit - provides a detailed overview on feedback from pupils with EHCPs and on SEN support.

Hackney SENCo Forum Guidance

Children & Young People's Mental Health Coalition

Inclusive Practice

Hackney SENCO Forum 2021-2022

Children and Young People's response to the SEND and Alternative Provision Green Paper

Inclusive recruitment and selection guidance

Marlon James - It's not enough to be non-racist

White Privilege: Unpacking the Invisible Knapsack

Tools to help you understand the people/support networks around a **young person**

<https://safeguarding.network/content/ecomaps/>

<https://www.google.com/url?q=https://proceduresonline.com/trixcms2/media/13968/tx398-practice-guidance-cultural-genogram-20201101-v1.docx&sa=D&source=apps-viewer-frontend&ust=1700227904792882&usg=AOvVaw1qEg8coe8iC6gkON-Niq8O&hl=en-GB>

Tools to help you reflect on your biases as well as power and privilege

[Wheel of power and privilege activity](#)

[Chimamanda Ngozi Adichie: The danger of a single story | TED](#)

Tools to help you with reflective practice:

[Race Reflections](#)

[SEND and the risk of school exclusion](#)

Practice across the country:

<https://antiracistcumbria.org/>

<https://www.brighton-hove.gov.uk/council-and-democracy/equality/anti-racism-strategy-2023-2028>

<https://haringeyeducationpartnership.co.uk/anti-racism/>

<https://lambethschoolspartnership.uk/Article/98895>

<https://education.gov.scot/resources/promoting-race-equality-and-anti-racist-education/>

<https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2022/11/anti-racism-framework/>

<https://www.nesta.org.uk/blog/why-we-need-anti-racist-approach-early-years-education/>

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