DON'T DIVIDE US

WHO ARE THE EXPERTS?

An investigation into anti-racist third-party organisations in schools

July 2023

Alka Sehgal Cuthbert is the full-time Director. She is helped by a small team of part-time staff, and occasional help from volunteers. Details of our founding signatories, Advisory Council, campaigns and resources can be found on our website https://dontdivideus.com. She is the lead author of this report, and is responsible for any errors.

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List of Abbreviations

3PO	Third-party organisation
CSJ	Critical Social Justice
CRT	Critical Race Theory
EDI	Equity, Diversity and Inclusion
MAT	Multi-Academy Trust
NATE	National Association for the Teaching of English
NATRE	National Association of Teachers of Religious Education
OFSTED	Office for Standards in Education
OFQUAL	Office of Qualifications and Examinations Regulation
RSE	Relationship and Sex Education
RSHE	Relationship, Sex and Health Education
SCITT	School-centred initial teacher training

EXECUTIVE SUMMARY

1. Third-party organisations (3POs) that supply politicised and divisive teaching resources to schools form an ecosystem of networks through which they acquire legitimacy but avoid public accountability. These networks now comprise new 3POs who establish connections with established and already legitimised organisations.

2. 48 out of the 49 3POs which we surveyed promote contested political beliefs from Critical Race Theory (CRT) as if they were verified knowledge. This is in breach of the duty of schools to provide impartial teaching. These 3POs are not educational bodies; they are primarily political in purpose; and the materials and resources they provide to schools are not based on academically derived knowledge but a combination of everyday social knowledge, cultural and political beliefs.

3. Many of the 3POs we have identified benefit from significant funding. Almost 3 in 10 (29%) of 3POs in our sample have budgets of over £1 million, based on the latest returns filed at Companies House.

4. The reach of their influence is further than the selection of curriculum content alone; many provide teacher training, professional development, mentoring, reading lists, staff directories, and organise support groups and conferences. In this way the profession, as well as the curriculum, is being re-racialised.

5. 3POs erode the necessary boundaries between knowledge, belief and opinion in the curriculum, making indoctrination easier; they also embed a relationship between schools and ideologically motivated businesses.

RECOMMENDATIONS

The first three recommendations are incorporated in a petition[1] we are using to bring the question of impartiality in education to public attention. Our fourth recommendation – for a permanent standing body – has a precedent in the Central Advisory Council for Education (England) which sat from 1944-1969.

Our recommendations are:

1. The government to commission an independent review of third-party organisations that provide lessons, materials and instruction, for and within schools on contested assertions about race, gender and other contentious issues (similar to the *Cass Review* on gender identity services for children and young people)[2].

2. The Department for Education to issue an explicit and mandatory instruction to schools that their job is to educate as already stipulated in the Education Act 1996 (Part I, Chapter I, section 9) and to teach impartially as stipulated in Part V, Chapter IV, sections 406 & 407.

3. The Department for Education issues an explicit and mandatory instruction to Ofsted to make impartiality a priority in its guidance for inspectors and assessment criteria for judging schools.

4. Building on the above recommendations of our petition, we suggest that a body comprising members who represent a diversity of viewpoints and proven scholarly knowledge of disciplines, curriculum subjects, and experience in teaching, is established. Its remit should be to provide impartial scrutiny of curriculum content, pedagogy and educational standards of contested topics being proposed for curriculum inclusion. The body should be a permanent one whose statutory status provides substantive and practical support for impartial education.

INTRODUCTION

This is a report on the third party organisations (3POs) that provide schools with anti-racist policies, training and classroom resources, often under the umbrella of Equity, Diversity and Inclusion (EDI) policy.

It follows on from our previous report, *Who's in Charge?* (2022), which found that 89% of the local authorities in our sample had used or endorsed 3POs for this purpose. Our new report, *Who Are the Experts?* provides a more granular picture of who the 3POs are, and what role they play in our schools. We find that the model of racism and anti-racism promoted by all but one of the forty-nine 3POs in our sample is rooted in Critical Race Theory (CRT) – a recent, controversial and highly-contested academic discipline that uses the concept of 'lived experience' to insulate itself from accepted modes of critical scrutiny and verification.

Crucially, these theories may not be announced as such. The first section of our report looks at four examples from 3POs' websites, and analyses their presentation of racism, education and the curriculum. The second section provides information on the finance and organisation of 3POs. The third, final section considers the interconnection of 3POs with traditional institutions which, we argue, now amounts to a nationwide network that legitimises EDI policy throughout the education profession in England.

We conclude that in some cases 3POs in schools represent a clear and present danger in terms of democratic accountability and educational standards. In the words of a recent paper by Civitas, the proliferation of external providers in schools amounts to 'a revolution by stealth'[3]. However, this revolution exhibits both drastic political change and continuity with pre-existing forms of instrumentalism such as economic (when education is understood as the primary cause of a nation's economic growth), political (when education

is understood as a direct agent of political change), and socio-cultural (when education is seen as a way to directly change social attitudes and cultural beliefs). While schools have always had secondary aims of a more socially instrumental nature, in the past they have coexisted with a commitment, often tacit, to educational goals. Problems arise when a commitment to the latter is so weak, or non-existent, that the teaching profession is left without a strong sense of its own *telos* – the ultimate educational "goal" of education. This has opened the door to all manner of attempts to fix schools to meet proliferating non-educational goals. In the process education has been conceived in increasingly technicist and managerial terms, and disciplinary-based school subjects, and teachers as educationally authoritative figures, have been devalued.

In this context, the emergence of 3POs with their highly moralistic, CRT-based rhetoric, may resonate with a profession which finds itself *ethically* impoverished. The media representation of CRT in education often underestimates the nature of the problem it poses.

33 out of 46
organisations providing anti-racist provision to schools are companies

We believe its presence in schools, and importantly the lack of accountability and democratic oversight, presents profound problems for education and is likely to have detrimental effects within civic and public life.

What Critical Race Theory Is and Why It Shouldn't Be In Schools

Critical Race Theory (CRT) is a speculative, critical theory which aims to question the presuppositions of existing knowledge that has been verified and accepted as reliable. CRT protects itself epistemically from established ways of testing knowledge by claiming its truth lies in the 'lived experience' of groups it argues are marginalised in the West, especially black people. As a speculative theory for discussion within seminar rooms, and when its propositions are presented explicitly, *and therefore open to criticism and established forms of testing*, it has a legitimate educational role. For this reason, CRT may play a useful part in certain disciplines at university level, as long as it is restricted to theoretical discussion and not implemented as a set of rules that inform institutional practices.

'Being colour-blind is not an option'

HFL Education Early Years Advisor

But the situation in schools is different. At school, most children and young people are not yet fully adept at the abstract thinking needed to be able to understand, or test the reliability of, theoretical knowledge. When presented to school children, abstract nouns like 'systematic racism' or 'white privilege' are likely to be interpreted by them as moral imperatives rather than knowledge, because they are cited by adults who are authority figures. When teachers impart subject knowledge derived from disciplines, they are teaching knowledge that has been verified to the best of our collective ability (even if not absolutely final). Established subject knowledge thus provides a robust means for minimising the risk of indoctrination.

If the problem of children being too young to understand the meaning of terms like 'structural racism' is recognised by some 3POs (Yoopies, for example, see no. 49 in Appendix 1), they do not see it as a problem meriting further consideration. Instead they suggest that racism and anti-racism could be taught to very young children by analogy, in terms of everyday experience, such as sharing sweets unequally. The possibility that this framing might trivialise racism, or sneak in political beliefs as moral values – moreover, to a captive audience which has yet to develop the intellectual resources required for critique – remains unacknowledged.

Traditionally, schools in Britain have avoided direct teaching of social, political and cultural beliefs for the simple reason that in an ethnically and religiously diverse country, there will be many different cultural beliefs and ethical values, and schools need to provide a common culture where pupils from different homes and concomitant cultures, may yet experience a common identity. The commonality for ethnically, socially and religiously diverse pupils has to be created at schools through inculcating a shared interest in learning and understanding curriculum content which is intellectually and imaginatively rich. This does not mean values have no place in schools, but they must be restricted to those that are compatible with educational goals. For example, belief in the universal value of moral equality and tolerance can be accurately formulated in the following maxim: treat everyone politely and listen carefully to others in class. Since these demands are compatible with educational goals, they have rightly become part of our shared expectations of schools.

The concepts of CRT belong, as noted earlier, to a speculative theory consisting mainly of broadly politico-cultural beliefs about society and social relationships where a race (often conflated with skin colour) rather than class, wealth or cultural / political capital, has all-determining causal power over the organisation of society. As concepts, the beliefs underpinning CRT lack sufficient empirical evidence or logical reasoning to be accepted as reliable knowledge. As values, they are too grounded in contingent socio-political life and therefore lack the universalism that characterises values proper. We can see this in the very name itself, Social Justice rather than justice. Introducing 'social' restricts or diminishes a traditional understanding of justice rooted in Enlightenment philosophy. The latter provides a reasoned justification for the possibility of equality and justice in universal terms rather than as the arbitrary outcomes of the whims of kings or divine power. In creating moral divisions according to skin colour, given

by biology rather than human free-will, CRT endorses pre-modern thinking and morality.

Once CRT is accepted as a basis for school policies, it becomes easier to treat groups of pupils differently according to skin colour, and an important part of schools' traditional socialising role, to create a common culture through a shared effort to realise educational aims, becomes very much harder, if not impossible. In prioritising the authenticity of feeling or 'lived experience', CRT makes a protective wall for itself. it is very difficult to argue with feelings of lived experience because feelings are attached to individuals in a way ideas are not. So, criticism of ideas becomes attacks on people themselves, which makes open questioning and discussion needed to establish common educational bonds, very difficult because it engenders fear of giving, or taking, offence.

Impartiality in Education

Below we explain why CRT, in rejecting such impartiality, also fails to provide a knowledge base suitable for a commonly accepted model of the school curriculum, i.e. as a course or training which deals primarily with knowledge rather than directly teaching beliefs or opinion.

Polling for our last report found that 69% of parent respondents thought teachers should teach in a non-partisan way. This aligns them with the idea of educational impartiality as set out in Sections 406 and 407 of the 1996 Education Act. Impartiality is often thought of in narrow terms of politics or political parties, but it has a more specialised meaning specific to education that needs to be made explicit. At the heart of educational impartiality is a model of education which values a curriculum based on established school subjects (themselves created through the application of disciplinary principles of knowledge), where teachers aim to teach in a neutral way. Teaching about racism, or colonialism, for example, would mean locating the meanings in salient knowledge in history, politics or sociology, not contemporary public discourse. In sixth-form or colleges, it may be legitimate for teachers to refer to their own political views in, for example, a lesson on current affairs. But, in this case, they would be flagged up as personal opinions, and not asserted as a fact or as knowledge. Where currently contested ideas or beliefs are taught, impartiality requires that alternative and opposing beliefs are presented as credible options, which can also be questioned and criticised.

The presentation of CRT by 3POs is often entirely the opposite of this model, with its core beliefs asserted dogmatically and as fact rather than conjecture. For example, in a blog for HFL Education's website, an Early Years advisor writes, 'Being colour-blind is not an option.' (see page 17). No reasons are given, neither does she caveat her claim by indicating that it is her personal opinion. Colour-blind approaches do not require us to treat each and every individual in exactly the same way at all times – that would be too mechanistic. But they *do* require that schools hold common standards to which *all* are beholden. We could dismiss the Early Years advisor's dogmatism because it appears in a blog post and is therefore associated with lower standards of reliability. On the other hand, it is published on the website of the largest schools-based company in the UK, which means it also bears the imprint of authority. Accordingly, it is more likely to be accepted as reliable, or at least a sufficiently legitimate claim that requires no supporting evidence or acknowledgment of respectable alternatives.

Consistent with this observation, a recent report from Policy Exchange showed that 68% of respondents who were introduced to CRT concepts at school were either not told about counterarguments or were told that alternative accounts were not respectable[4]. This supports our concern that where CRT beliefs are being taught, they are often presented dogmatically and are thereby antithetical to educational impartiality.

69%

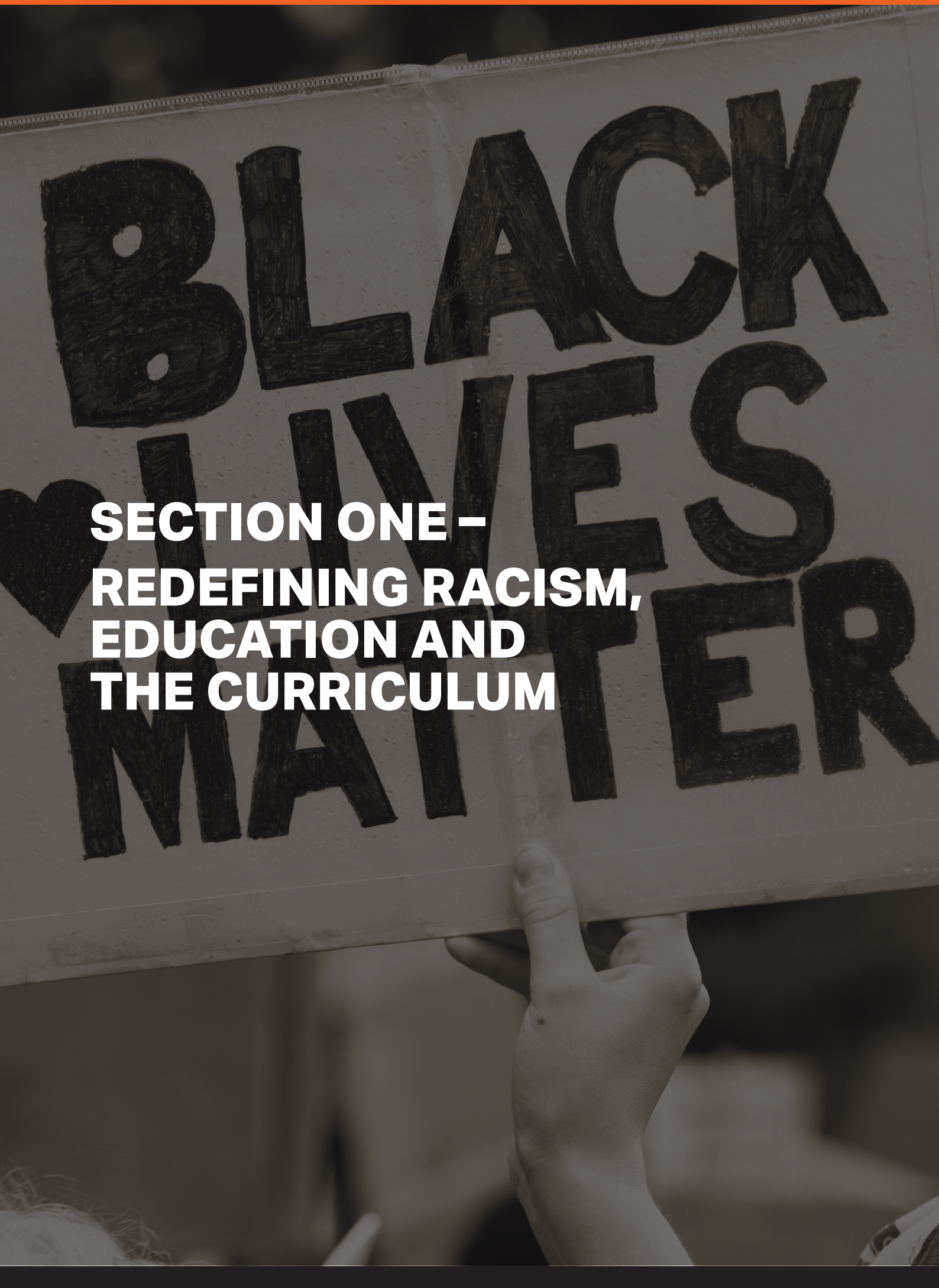
of respondents support teachers should teach in a non-partisan way.

Who's in Charge, DDU report 2022

Democratic Implications of CRT in Schools

We can now see how CRT, when it extends from seminar rooms and into public institutional practices, re-racialises public and school culture. When it becomes a principle by which to select and frame school curricula, knowledge is de-centred while minority political beliefs become more influential both in schools themselves and throughout the educational landscape. Furthermore, when CRT becomes a precept for conduct and a means of making political, economic and cultural status claims, we can say that it is now no longer a theory, but a *partisan ideology*. The embedding of CRT in schools, therefore, alters the key ethic of education, which becomes directed more towards anti-racist activism than knowledge. *The question whether schools should be adopting or endorsing CRT-based anti-racist policies and practices, has never been put to the electorate by any political party.* From the point of view of many parents, CRT is being introduced by stealth not only into the selection and framing of curriculum content, but also into school rules of conduct.

The 3POs introducing CRT in schools reject important consensus beliefs and values, and they avoid accountability – or rather they achieve the fig leaf of accountability / respectability through the self-reinforcing network of fellow traveller 3POs. The introduction of CRT in this manner has the effect of reintroducing racial thinking ["us and them"] in schools and promoting political beliefs over established knowledge. In all these aspects their influence is undemocratic. That which is not accountable to the people is necessarily undemocratic. Moreover, that which undermines the dispositions and values of liberal education (such as tolerance, truth, moral equality, freedom of thought and speech), is in effect the antithesis of democratic life in a multi-ethnic, multi-religious society. Accordingly, the presence of 3POs advocating CRT must be an issue of concern for all of us who do not subscribe to its non-verifiable belief system.



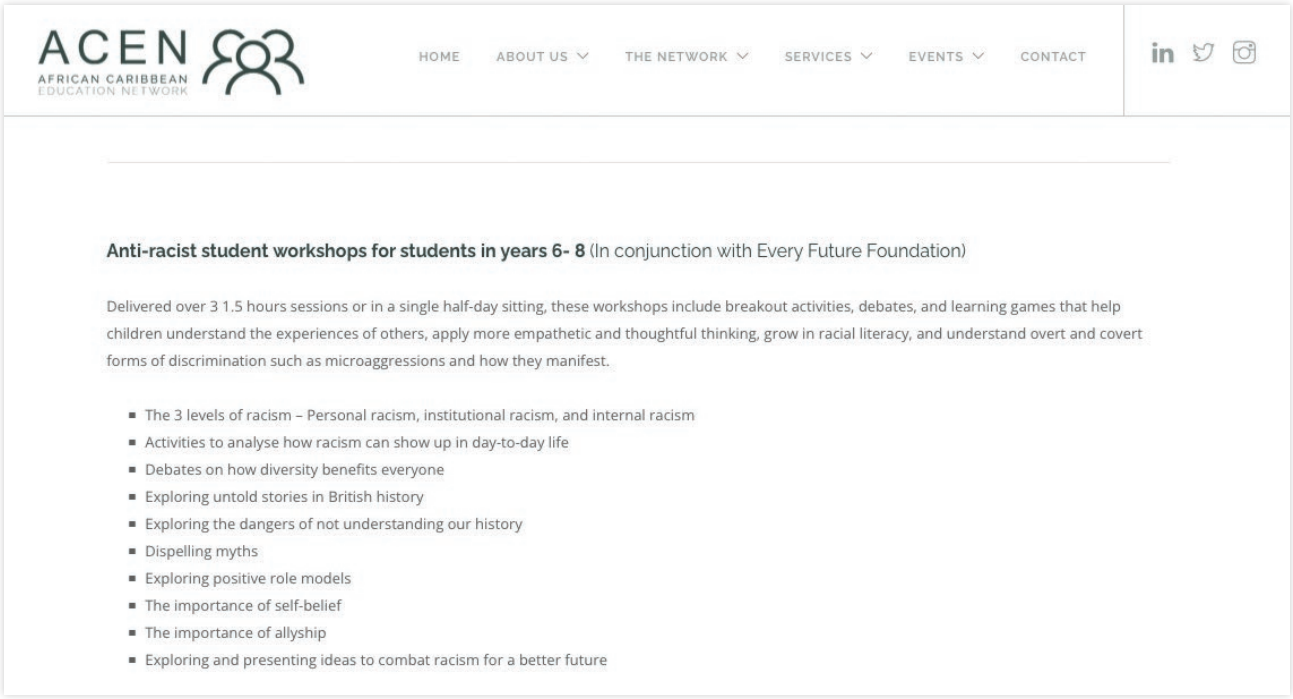
SECTION ONE – REDEFINING RACISM, EDUCATION AND THE CURRICULUM

In this section we analyse the language and visual images used by four 3POs (from our sample of 49 in total), to demonstrate the nature of their provision of anti-racist courses and training. We suggest you also look at Appendix One which offers screenshots from our full sample of 3POs. The concepts below feature in Critical Race Theory literature. We have analysed our sample for their presence in order to make the 3POs' implied models of education, racism, and the curriculum, more explicit.

- White privilege
- Unconscious bias
- Racialised identity
- Celebrate/affirm/develop identity
- Underrepresentation
- Anti-racist culture
- A rejection of colourblind approaches
- Microaggressions
- Racial trauma/race-based harm
- Equity
- Allyship/bystander
- Amplification of/listening to marginalised voices
- Safe spaces/safeguarding
- Social justice
- Diversification of recruitment/staff promotion or development
- Non-disciplinary use of History i.e. selective presentation in order to prompt guild and justify various contemporary social/political demands
- Whiteness posed as a deficit or problem
- Institutional racism as an assertion, rather than a concept to be explored

EXAMPLE 1 ACEN

ACEN
AFRICAN CARIBBEAN
EDUCATION NETWORK



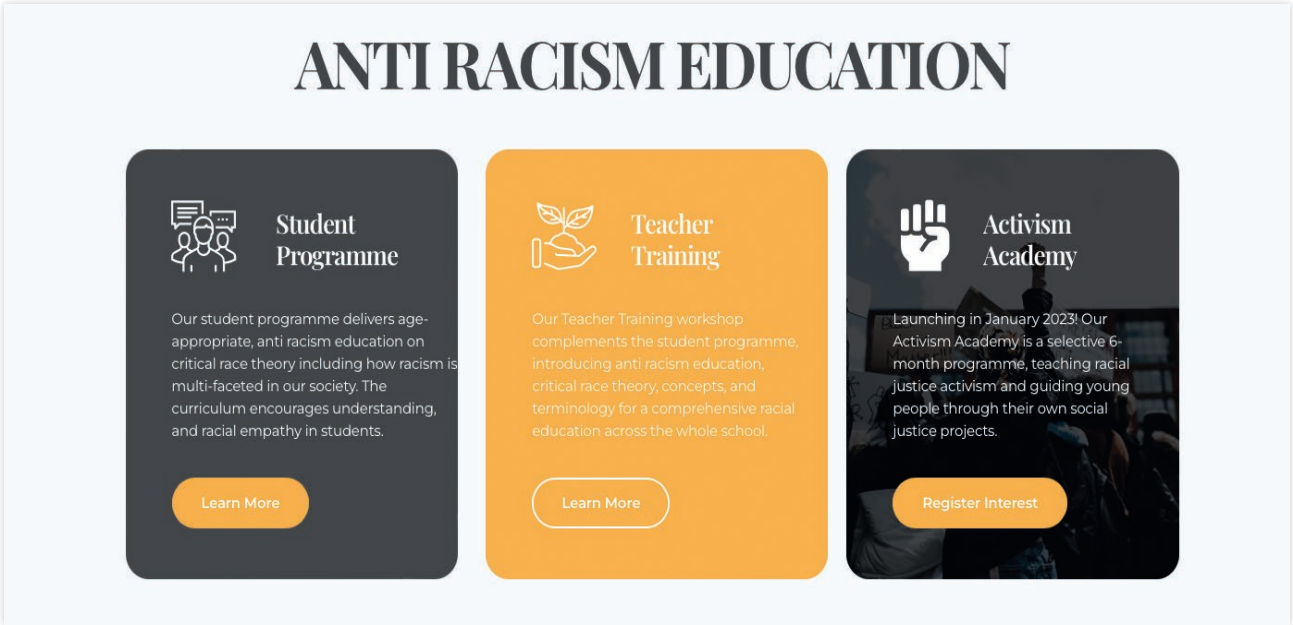
https://www.aceducationnetwork.com/student-workshops/

The visual presentation of ACEN suggests seriousness: there is a lack of dramatic visual signs associated with political activism. The reference to British History and dispelling myths suggest an organisation whose aims are purely educational. However, these two references co-exist alongside the declared importance of allyship, the assertion of institutional racism and the positive assertion of diversity as a universal value. We are not presented with the prior question of 'whether' or 'if' diversity benefits everyone, but with the secondary, more technical or practical question of 'how'. In a rhetorical sleight of hand, the fundamental political and ethical questions disappear from view. Without being made explicit, so that people can question the premises and offer their opinions, the assertion becomes dogmatic. A similar rhetorical trick is present in the assertion, 'Exploring the dangers of not understanding our history'. It may be undesirable to be ignorant of our history, but dangerous? Possibly, but the conditions in which this specific form of ignorance can become dangerous need to be explained. Otherwise this statement remains a possibly acceptable personal opinion, or a social belief, but it is not knowledge.

ACEN presents racism as all-encompassing – it exists internally within individual psyches as well as within institutions and everyday life. It is also something that needs to be combatted, which, in theory, means schools, classrooms and curriculum become acceptable sites for ideological 'combat'. In principle, adults, in everyday life, can argue about these claims, contest their assumptions and question possible consequences. Most children are unlikely to be able to do more than accept or reject these opinions masquerading as knowledge. If education, schools and the curriculum are not respected as sites where acquiring knowledge is the overriding aim; if the boundary between school and politics is weak, they become open to direct intrusion of beliefs and opinions.

This has effects on subject knowledge itself. In this example, history is presented as a cautionary tale for today, as we see here, rather than a subject through which pupils engage intellectually in an effort to mentally reconstruct past societies and develop a sensitivity to thinking historically. ACEN's model of education and curriculum is shaped more by ideas from therapeutic education (self-belief, positive role-models) and political Utopianism (a better future).

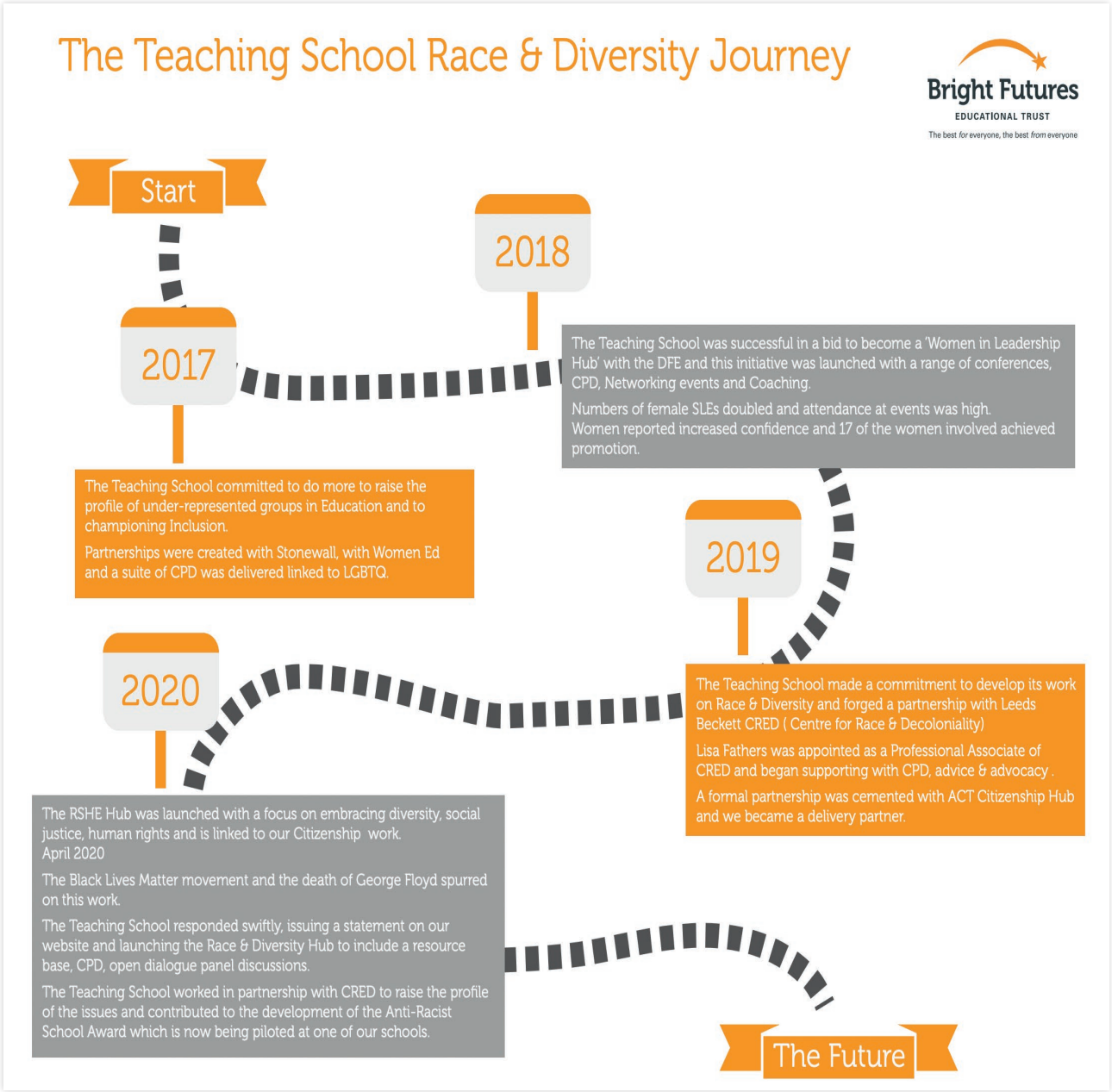
While ACEN refrains from advocating activism explicitly, its partner Every Future Foundation (EFF) offers an Activism Academy to learn racial justice activism. The initiative is run in conjunction with the better funded and longer established Show Racism the Red Card. We do not know if the six-month programme offered by the Activism Academy takes place in schools or within the school timetable. The idea of an Activist Academy is odd: political activism arises from shared political beliefs rather than from a training course, and it sits oddly with EFF's focus on safeguarding found elsewhere on its website.



Screenshot: Every Future Foundation
https://everyfuturefoundation.co.uk

EXAMPLE 2 ALLIANCE FOR LEARNING

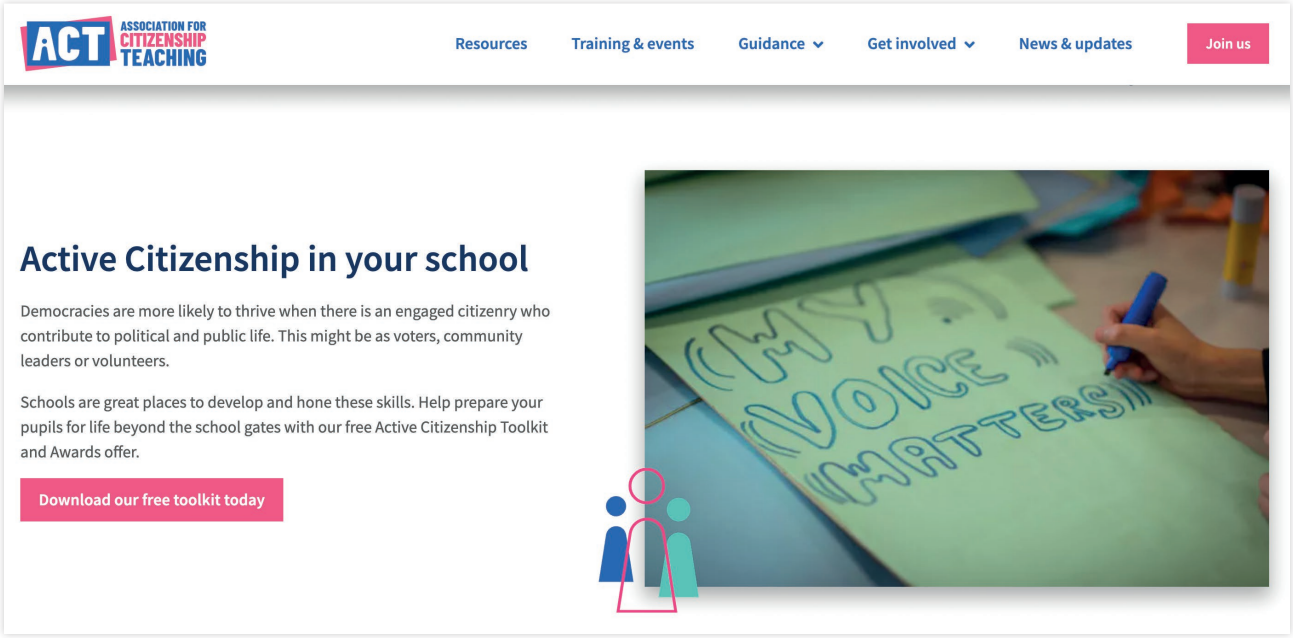
BRIGHT FUTURES
Alliance
for Learning



https://www.allianceforlearning.co.uk/wp-content/uploads/2020/12/BFET_journey.pdf

The infographic presentation is typical of more recent educational trends which place a high premium on technical efficiency: the smooth visual flow of information echoes the idea that teaching should, or could, be a similarly problem-free process. It contrasts with both the more traditional literary tone used by ACEN, and the more explicit imagery of EFF. Many schools and 3POs refer to Black Lives Matter or George Floyd as a prompt for new policies and initiatives for both classrooms and teacher training and/ or development, as Alliance for Learning does here. But America is over 4,000 miles away, with a very different history, and it is not at all clear that there is any causal connection between events there, and the curriculum and practices of schools in Britain.

In contrast to the previous example, Alliance for Learning presents anti-racism in the discursive context of human rights and Citizenship, and it has become a partner with the Association of Citizenship Teaching (ACT) hub. The relationship between schools and citizenship was considered by Bernard Crick in his report in 1998 which underpinned the introduction of Citizenship Education into the curriculum in 2002[5]. The concept clearly has roots in established educational concerns; however, where Crick considered initiatives such as teaching about Britain's parliamentary system, ACT offers Active Citizenship Toolkits and Awards, which suggests that a technocratic and intellectually weak model of citizenship education is being used.



https://www.teachingcitizenship.org.uk

EXAMPLE 3 HFL EDUCATION

HFL Education
FORMERLY HERTS FOR LEARNING

Addressing race equity in schools

Published: 23 February 2023

Just before half term (**6th-12th February 2023**), thousands of schools across the country marked Race Equality Week. This is an annual UK-wide movement, with the purpose of 'uniting thousands of organisations and individuals to address the barriers to race equality in the workplace.'

https://www.hertsforlearning.co.uk/blog/addressing-race-equity-schools

HFL Education is a relatively recent development, a company formed from a hub of schools within a locality. It is a company, but one run by schools themselves, and its website imagery of young children in uniform reflects this connection. The imperative 'we have to acknowledge' is indicative of the moralising rhetoric of CRT. HFL asserts that people of colour have different and/or unmet needs.

Rachel MacFarlane, HFL's director, lists nine barriers facing people of colour which include:

- Low attainment levels from Early Years to A Level of key ethnic minority groups
- Under-representation of people of colour in the curriculum
- The number of race incidents reported in schools annually
- Evidence of unconscious teacher bias in assessment, grading and pupil grouping decisions
- Racism being a key factor leading to teachers of colour leaving the profession

These are extraordinary over-generalisations. There is no national requirement for schools to report racist incidents which means that it is impossible to gain an accurate national picture, and the accusation of unconscious teacher bias shows no awareness of academics' warning that unconscious bias is not a reliable enough concept to be an accurate predictor of real life behaviour in social situations[6]. She also is either unaware, or is intentionally discounting statistical evidence for the year 2021/22 that shows several ethnic minority groups have high levels of attainment at GCSE.[7] If her concern is specifically about the Black Caribbean group, whose attainment levels are among the lowest, she should be explicit, although it would complicate simplistic narratives of racism. And she would have to point to the low attainment of white boys, especially those from underprivileged backgrounds[8].

in terms of a faux market represents an intellectual weakening that allows ideology to present itself as knowledge more easily. MacFarlane is a case in point. Her recent book, *Unity in Diversity: Achieving Structural Race Equity in Schools*, unashamedly advocates that schools should be used as tools for her preferred CRT political goals.

Her model of the curriculum, where non-white students are alleged to be impeded educationally unless they are represented in the curriculum, is actively anti-intellectual. Thinking and imagining, which are required to learn school subjects, are properties of all humans irrespective of colour. Being introduced to the abstractions of disciplinary-based school subjects is a necessary part of being educated: whereas seeing yourself in the curriculum envisages the curriculum primarily as a therapeutic for pupils and/or teachers, as

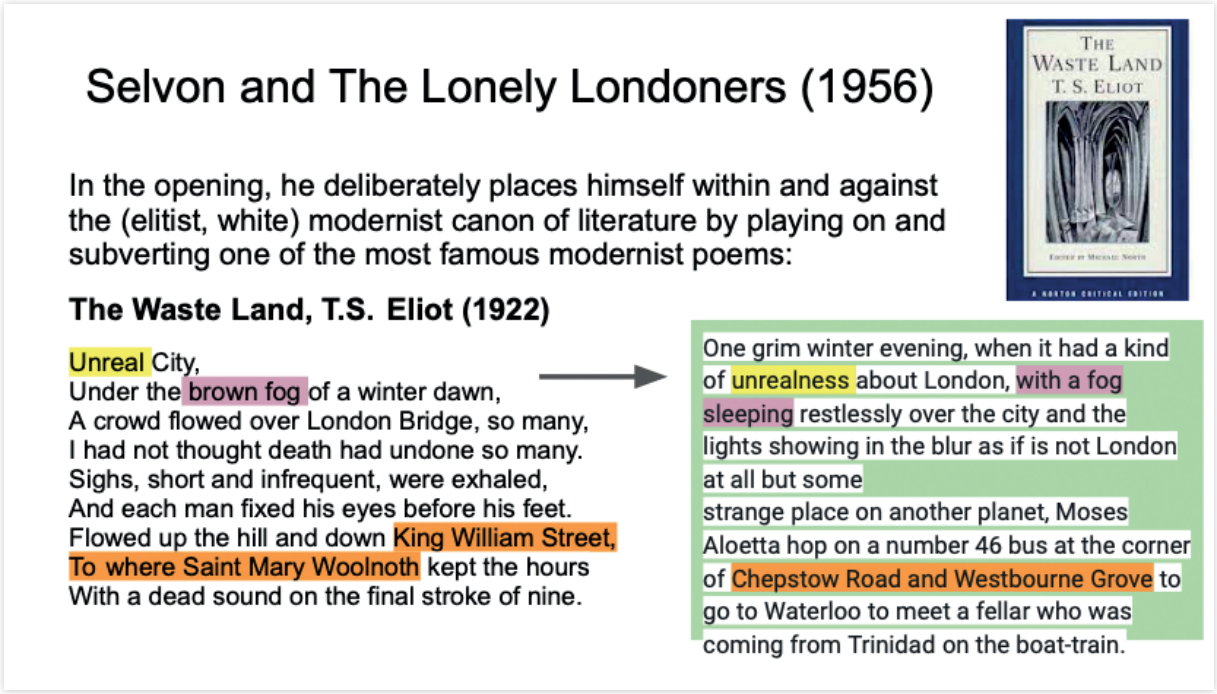
> "We cannot just introduce diverse books and media. We have to model these behaviours and dismantle and contest racism and ingrained biases in our own words and actions."
>
> Pragya Agarwal, Wish We Knew What to Say: Talking with children about race, 2020

Blog 'Why Are Early Years Educators Not Talking to Young Children About Racism?'
https://www.hertsforlearning.co.uk/blog/why-are-early-years-practitioners-not-talking-young-children-about-racism

MacFarlane is also a lecturer at the London Centre of Leadership and Learning, at the Institute of Education, University College London (a Russell Group institution), and has experience as a headteacher. The Centre claims to 'promote high-quality leadership, management and learning' through 'research-informed advice'. The reconfiguration of education and school leadership

suggested by Pragyar Agarwal, referenced in the extract above. Despite being an Early Years advisor who urges more 'secure knowledge of children', the author shows no knowledge about the cognitive development of early years children who, as discussed in the Introduction, are not yet able to comprehend abstract nouns.

EXAMPLE 4 DIVERSE EDUCATORS



https://docs.google.com/presentation/d/1jQk8PqeauA1flHaH0lU9AvO1bq6kSz7_/edit#slide=id.p18

In the first example, ACEN, we considered how applying a CRT lens on school subjects can diminish their intellectual strength by turning the focus of learning from educational to political objectives. The example above shows this more explicitly. It is from a lesson plan by an English teacher, hosted by Diverse Educators on their website. It indicates that when teachers are unable to temporarily suspend their political interests, it is easy to distort and degrade knowledge itself.

Apart from the cavalier, unwarranted dismissal of the modernist canon, this teacher shows an approach to reading literature that is as technical as it is political. One of the greatest poems of Modernism, *The Waste Land*, is compared with a perfectly good novel that deals with very different subject matter. It is not clear what educational gain is to be had from this comparison. The claim that Selvon subverts Eliot on the basis of a literal spot-the synonym activity is almost offensively reductive. This is not to say comparisons cannot be made between the works or that studying them alongside each other cannot be educationally valuable. Deep and meaningful engagement with the texts however necessitates an approach that respects each as a work of literature rather than reducing their meanings to political statements *only*.

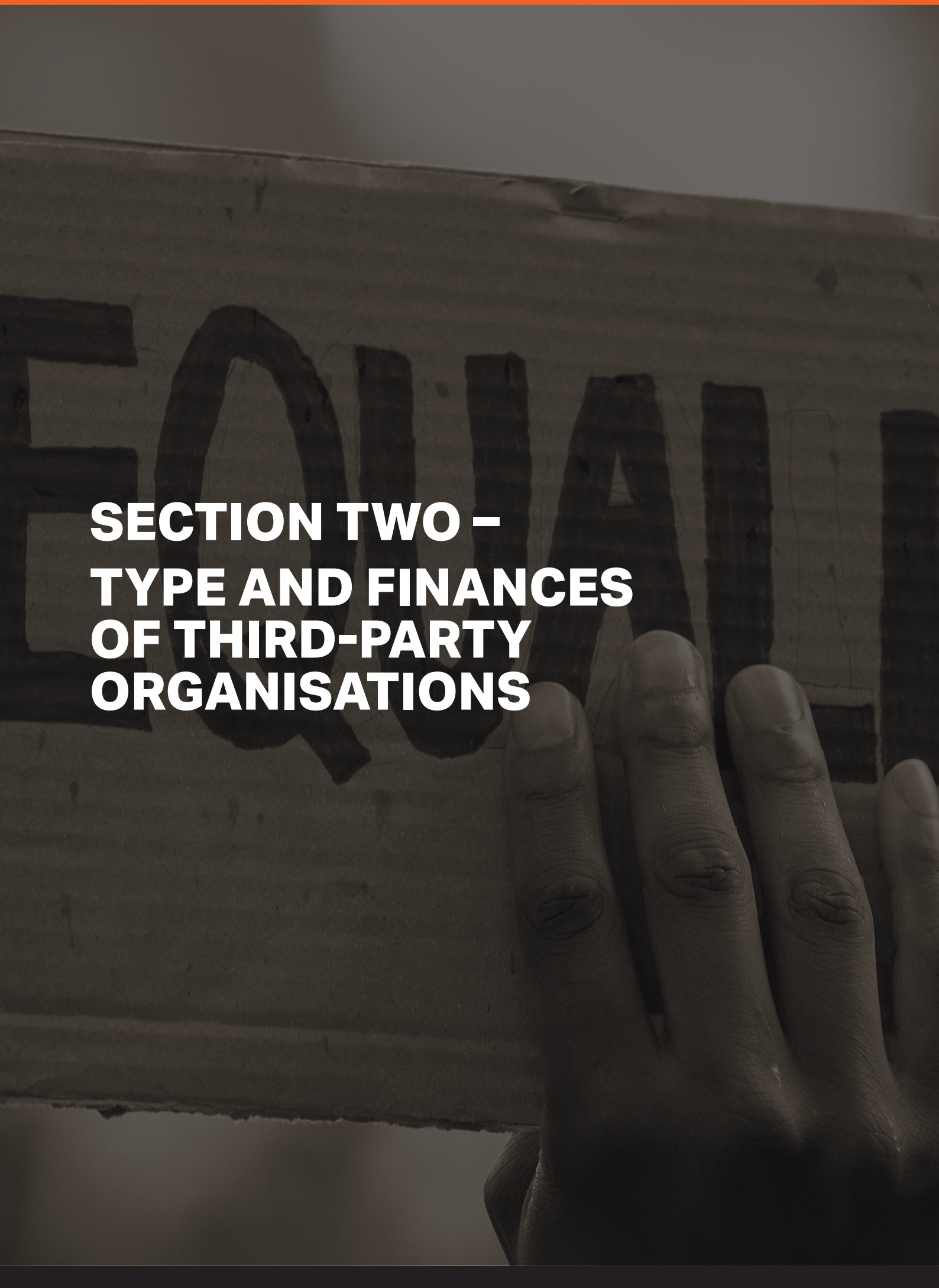
Summary

In this section we have seen how 3POs interweave CRT beliefs with aspects of existing educational discourses such as school efficiency, citizenship and therapeutic education, as well as political aims. Global Equality Collective, with its new vocabulary of 'modern sexism scale' and 'in-built ant-racist monitors', is a vivid example of how this partisan political outlook can be presented in the allegedly neutral language of technology (see examples 32 and 33 in Appendix One).

We have looked at a selection from our sample, but it is worth noting that only one 3PO out of 49, Collaborative Learning, lacks any references to CRT. We see that applying the lens of CRT to curriculum subjects, also known as diversifying or decolonising the curriculum, distorts the intellectual coherence of the school subject. In short, the following negative developments have become normalized within school curricula and practices:

- a model of professional development that encourages teachers to see themselves as being black before being a teacher;
- a model of pupil achievement based on affirming race-based identities as bearers of imputed disadvantage or privilege. Thus, the identity-in-common, that of being pupils, becomes secondary to racial identity which is an inherently divisive category;
- the conflation of knowledge with belief and opinion;
- a highly subjectivist definition of racism – known as microaggressions, that impedes spontaneous inter-ethnic relationships;
- valuing affirmation of CRT orthodoxies rather than open-minded questioning;
- adopting an anti-realist stance regarding school subjects which are treated as empty vessels for carrying contemporary political messages.

These developments alone merit a full and robust review of 3POs in education if we are to ensure that schools fulfil their public duty by educating and avoiding indoctrination.



SECTION TWO – TYPE AND FINANCES OF THIRD-PARTY ORGANISATIONS

We now consider our sample of 3POs in terms of their organisation and finances. They were chosen either because they were identified in our previous report, or because teachers or parents have brought them to our attention.

The Tables and Charts below present information publicly available on 35 organisations in our sample. The information is either from the 3P0s own websites (links in Appendix One) or from the following online resources which provide the most recent figures available under their filed accounts.

https://www.gov.uk/government/organisations/companies-house
https://www.gov.uk/government/organisations/charity-commission
https://www.antislavery.org/wp-content/uploads/2023/01/ASI_AR_2022_web.pdf (sample 44)

Code

CIC	community interest company
FPC	for profit corporation
NGO	non-governmental organisation
NIA	no information available
NPO	non-profit organisation
PC	private company
PLC	public limited company
SEC	social enterprise company
VO	voluntary organisation

Chart A – Number of organisations/funding band

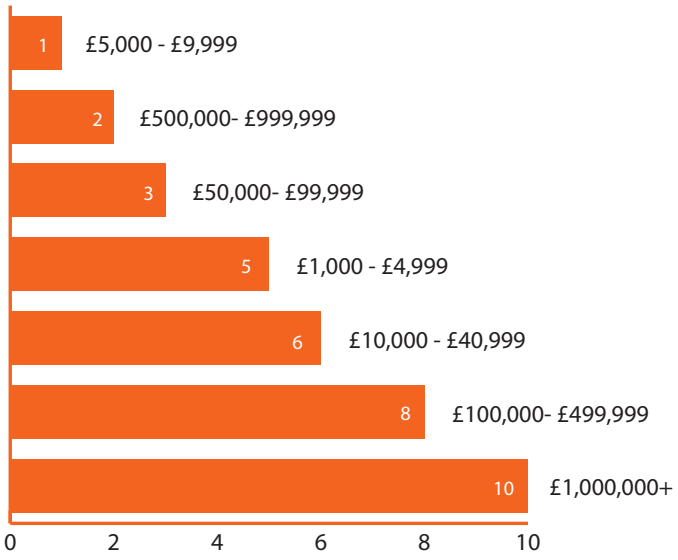


Table A – 3POs: Types and funding

NAME OF 3PO	TYPE	PEOPLE	INDICATION OF FUNDING	ESTABLISHED
About Equality	One woman set up – PC?	1	NIA	2020
ACEN	CIC	7	Net Assets £3,471	2019
AIELOC	NPO	NIA	NIA	2017
Alliance for Learning -set up by Bright Futures MAT in 2011	Charity	4	£60,002	2017
Alternative Curriculum	NPO	NIA	NIA	2020
Anna Freud Centre	Charity	15	£16.9million	1952
ARISE	SEC	1	Fees: £550 for half day session	2020
Aspiring Heads	SEC	2	Fees: £375 for online training.	2019
BAMEed	Charity	5	£26,085 including £17,000 govt. grant.	2016
BBC Bitesize	PLC	NIA	NIA	1998
Birmingham Race Impact Group	VO	NIA	NIA	2020
Black British Studies	NIA- online provider	NIA	Fees: £239 for 7- week course	2020
Black Cultural Archives	Charity (and a limited company under African People's Historical Monument Foundation)	15	Net Assets £553,967	1995
The Black Curriculum	CIC	5 (and 4 patrons)	£786,618	2019
The Black Nursery Manager	PLC	1	Net Assets £3,450	2020
Black Teachers Connect	PC	4	2022 income from sales	
£1,400	2018			
Blackstory Partnership	PLC	NIA	Turnover £78,566	2016
BLAM	Charity	12 (and 2 on Advisory Committee)	Net Assets £117,988	2016
Brighton & Hove Educators of Colour Collective	NIA – Twitter account	NIA	NIA	2020
Centre for Race, Education & Decoloniality	University based	NIA	Not within scope of enquiry	NIA
Collaborative Learning	NPO	31	NIA	1983
The Collaboratory	FPC	22	£30,822	2019
Coventry Diocesan of Board of Education	PLC		Net Assets £7,830	1998
Diverse Educators	PLC		Net Assets £37,033	2020
Early Years Black list	VO – network	4	NIA	2021
Educational Equity Service	PLC	2	Net Assets £101,873	2020
Equaliteach	CIC	20	Net Current Assets £138,438	2013
Every Future Foundation	NPO	6	Turnover 2022 £43,445	2020
Fig Tree International	PLC	1 (plus team of unknown size)	Net Current Assets £47,164	2019
Flair Global Ltd	PLC	14	Net Current Assets £1,034,839	2017

NAME OF 3PO	TYPE	PEOPLE	INDICATION OF FUNDING	ESTABLISHED
Global Dimension	NPO (education arm of Reboot the Future PLC)	NIA	Total Assets (for RtF) £33,624	2009
Global Equality Collective	PLC	11 (and 16 on Advisory Board)	Net Assets £255,459	2020
Global Equity Collective	NIA	11	NIA	NIA
Green Park	PLC	46 Experts, 1 MD and 5 Board Members	Total Comprehensive Income £237,000	2006
HEP	NPO	13	£2,790,249 including £966,750 grants from Local Authorities	
HFL Education	SEC	24	£23.3million revenue & £307,000 profit	2013
Institute for Educational and Social Equity (formerly Educational Equity Service)	PLC		Current Assets £155,716	2020
Jigsaw	PLC	42	Net Assets £1,191,140	2013
The Key Support Services Ltd.	PLC	51-200 employees (from LinkedIn)	Turnover of £21,657,383	2012
Kids of Colour	VO	NIA	Donations 2023 £57,567	2018
Kick It Out	Charity	7 Trustees	Total Income 2021 £2,304,789	2010
Mindful Equity	CIC	2	£2,082 profit	2020
Race Equality Matters	CIC	2-10 employees (LinkedIn)	£160,915 gross profit	2020
Recovered Histories (part of Anti-Slavery International)	Charity	NIA	£3,475,614 total income includes £264,685 govt. grant (Anti-Slavery Int.)	1995
Show Racism the Red Card	Charity	15 Trustees	£1,443,019	1996
Tell MAMA	NGO	11-50 employees (LinkedIn)	£159,757	2012
Tiney	PLC	50+	Net Current Assets £2,689,494	2018
Yoopies UK Ltd.	PLC	205 employees (LinkedIn)	Net current assets £1000	2020
Young Black Teachers' Network	PC	Recently changed name on Twitter to AuntyKemi@ Kemi_ Oloye, 5,414 followers.	NIA	2018

Chart B – Year of establishment

(Out of 47 for which this information was found)

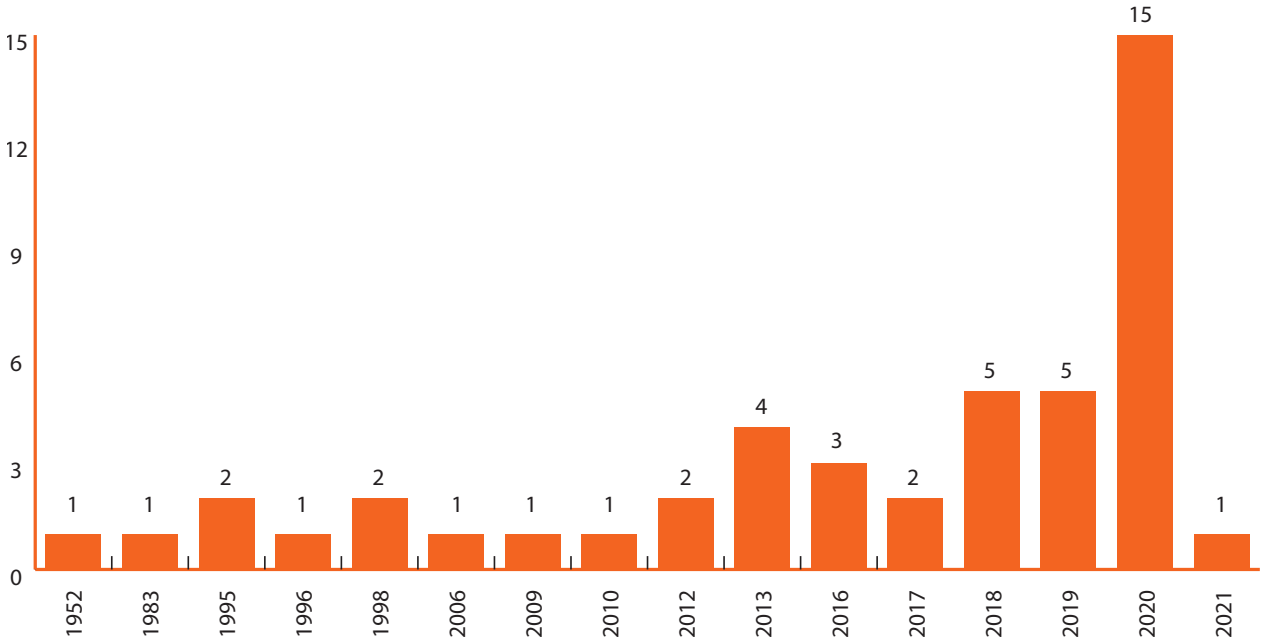


Table B – Type of organisation

TYPE OF STRUCTURE	TOTAL
Charity	8
CIC	5
FPC	1
NIA	3
NPO	6
NGO	1
PC	3
PLC	15
SEC	3
University	1
VO	3
TOTAL	49

Table C – Funding

APPROXIMATE BUDGET	NUMBER OF 3POS	PERCENTAGE
£1,000 – £4,999	5	14.3%
£5,000 – £9,999	1	2.8%
£10,000 – £40,999	6	17.1%
£50,000 – £99,999	3	8.6%
£100,000 – £499,999	8	22.8%
£500,000 – £999,999	2	5.7%
£1,000,000+	10	28.6%
N = 35 (49-14)	35	100%

We can see that there was a sharp increase of 3POs in 2020. Their budgets range from a few thousand pounds to millions, with 28.6% of them working with budgets of £1million plus. This means that the £1m plus band contains the highest number of 3POs.

In terms of organisational structure, they belong to one or more of the following categories:

- global businesses
- long-established charities
- middle-large size, well-funded social enterprise companies
- small-scale voluntary organisations.

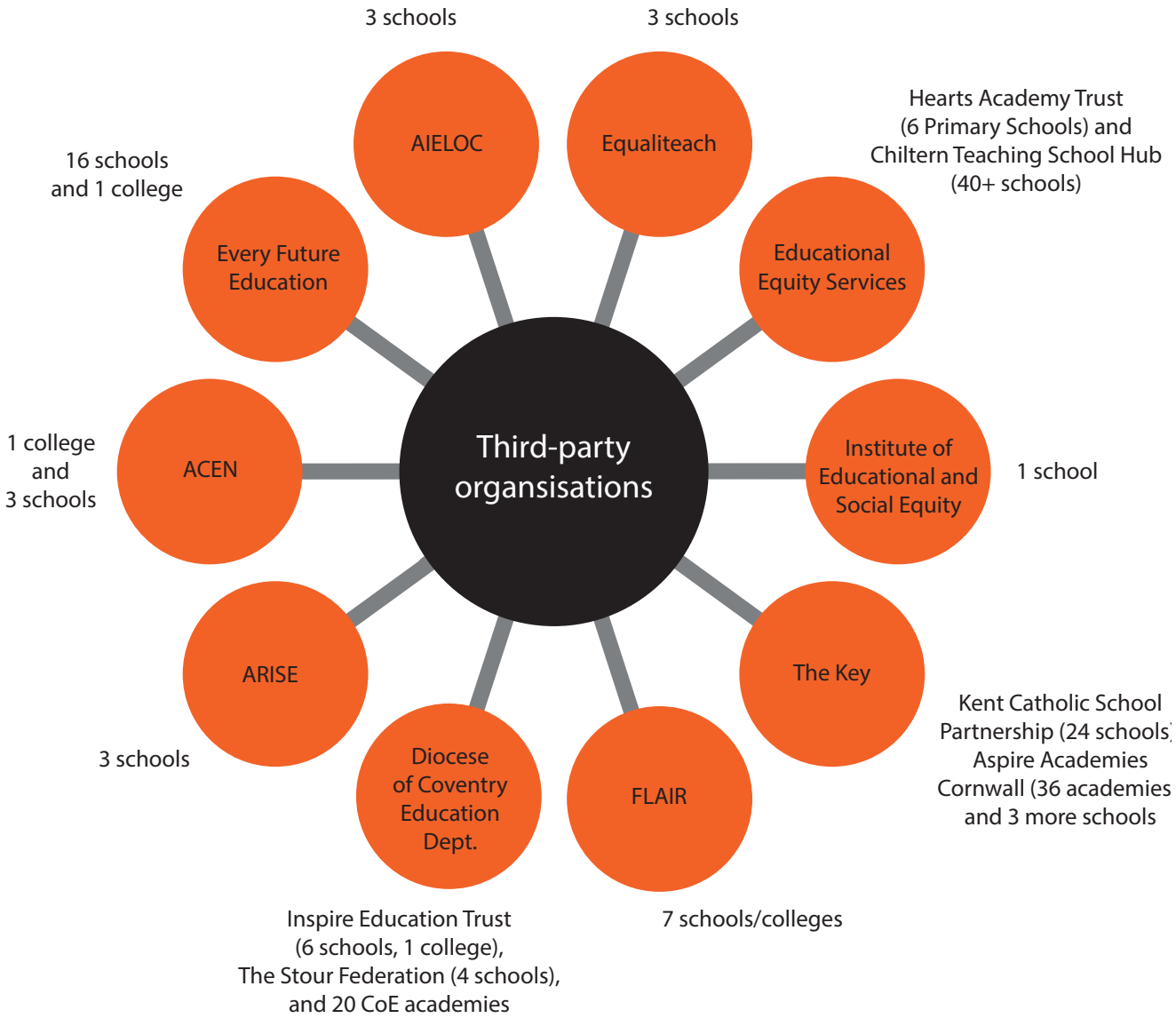
Alliance for Learning (2017), Haringey Education Partnership (2018), and HFL Education (2013) represent a new type of educational structure – that of school hubs which provide member schools with a range of services from mentoring, professional development, IT services, recruitment advice and EDI provision. Multi-Academy Trusts (MATs) are not-for-profit companies while Academies can have external sponsors such as Universities, faith groups or businesses.

The possibility of new school formations has been made possible since the 1988 Education Reform Act (ERA) which weakened the existing relationships within educational institutions. At the same time, the language and practices from business began to devalue a commonly accepted understanding of education as a public service, while promoting education as an individual consumer choice. What emerged was a discourse known in the literature as the school effectiveness movement.[9] In this context, the door has long been open for 3POs to step in and provide support for schools, and schools became predisposed to seek support where they can.

SECTION THREE – INTERCONNECTIONS AND LEGITIMISING NETWORKS

Chart C – Summary of 3POs and school connections

The chart shows those 3POs with schools listed on their websites. This could mean that the school has employed their services or supplied endorsements. In some cases, the 3POs carry the school's logo with no further information.



The accompanying tables for this section are in Appendix Two and Three, which provide the raw data for this section. They present the following information about each 3PO:

- Schools with which they have a connection – the chart below is a summary and a full list is in Appendix Two
- SCITTs (School Centred Initial Teacher Training) with whom they have/have had a connection
- Universities with which they have a connection, often through participating in SCITT courses
- Links with other organisations including councils
- Sponsors/endorsements

The chart on the previous page indicates the number of schools with which some of the 3POs work. A list of the 135 schools in total is provided in Appendix Three. Taken together, these data illustrate the networking undertaken by 3POs through which they acquire superficial legitimacy.

On the 3POs' own websites, we would expect to see more about what they actually do in schools, how long they are there for, what kind of interventions they supply and what are the measures of success. This kind of school/education-specific information is rarely, if ever, provided. Our anecdotal evidence is that there are huge variations from one-off, or a few, sessions with classes or staff (such as ARISE), to year-long regular courses introducing technologically driven forms of training and monitoring (such as FLAIR). There are clearly no standardised criteria by which schools can undertake due diligence when paying for EDI services.

Self-Referencing Networks

One prominent example is BAMEed, whose co-founder Penny Rabiger was invited to speak at webinars by Teach First and FLAIR. In a webinar hosted by FLAIR in 2022, 'Anti-Racist Educators: Moving From Performative to Transformative', Rabiger, from about 24 minutes in, talks about ensuring 'the long tentacles of anti-racism' reach all levels of school life, and warns teachers to 'watch out for the impartiality police'. It is an explicit rejection of the lynchpin of liberal education[10].

Teach First, an education charity, was founded by Brett Wigdortz OBE, who has since founded Tiney Co. The latter has produced a guide, *How to be an inclusive, anti-racist early educator*. One of its co-authors is Laura Henry-Allain MBE, an 'acclaimed Early Years expert.' She describes herself as a consultant and motivational speaker, has created children's programmes for CBeebies, and is author of *My Skin, Your Skin*, a book for primary-age children which offers a familiar, reductive CRT narrative. Accomplished as she clearly is in terms of networking skills and being a successful children's television writer, we do not know what specifically educational expertise she holds.

'Watch out for the impartiality police' warns BAMEed

3POs exist in their own self-supporting, self-validating and legitimising ecosystem. Most of them are businesses who establish their authority to reshape the purpose and work of schools through their own networks. In this way they circumvent sources of authority traditionally conferred by a combination of scholarly knowledge of school subjects and experience of teaching. There are four overlapping characteristics discernible in the networking which have supplanted traditional sources of legitimacy.

- Self-referencing: where key staff are shared, sit on each other's boards and provide reciprocal endorsements for each other
- Piggy-backers: those who make connections with existing charities and bodies whose public legitimacy is already established
- Celebrities: those who use cultural celebrities, some of whom cross the lines of popular culture and academia
- University links: 3POs who have connections with new research centres within university departments who specialise in CRT theories

The Centre for Education and Decoloniality (CRED) at Leeds Beckett University has appointed Lisa Fathers (director of Alliance for Learning) as Professorial Associate for the Centre. It is also where Penny Rabiger (BAMEed) is a PhD researcher. Nic Ponsford, director of Global Equality Collective, also lectures there.

Mindful Equity, Aspiring Heads, the Institute of Educational and Social Equity, the Church of England Board of Education and the Chartered College of Teaching are all linked through key individuals who either endorse, or work with, each other, namely, Youlanda Harrowel, Paul Miller, and Dame Alison Peacock.

Piggy-Back Networks

Black Cultural Archives is supported by the Paul Hamlyn Foundation (PHF), a charity recently in the press for having received government funding despite its political opposition to the government's immigration policy commitments[11]. It has worked with Transport

for London, SKY, British Film Institute, and, until recently, with the Home Office Cross-Government Windrush Working Group (it left on the publication of the government's Commission for Racial and Ethnic Disparities Report). Its supporters or endorsers include: the Esmée Fairbairn Foundation, Edelman, Bloomberg, JPM Morgan, the Wellcome Trust, the Borough of Lambeth, Idris Elba and Helen Hayes MP.

When Every Future Foundation decided on promoting its Activism Academy, it did so in association with Show Racism the Red Card, a well-established charity in existence since 1996. The Black Nursery Manager has links with several councils including Bristol, Buckingham and Nottingham, Early Years Wales (a not-for-profit 3PO), Penguin Random House and an early-years digital platform, Famly. The Institute of Educational and Social Equity whose founder, Paul Miller, is Head of the Department of Education at the University of Greenwich. The Institute's Board of Directors includes Dame Alison Peacock CEO of the Chartered College of Teaching. It is listed with the government UK Register of Learning Providers. It is also a member of Google Education and the Institute of Leadership and Management.

The focus of the Institute's work is more professional and academic rather than working in schools directly. But the Institute, along with Aspiring Heads, has worked with the Church of England Education Board on its professional programme Leaders Like Us, which is open to teachers from UK Minority Ethnic and Global Majority Heritage backgrounds *only*. Aspiring Heads is also part of the Fair Education Alliance, whose members include Stonewall, Bloomberg and Ark Academies and Ormiston Academies. The example of school guidance from the Church of England Board of Education (item 23 in Appendix One) shows it is highly partisan and has a strong activist orientation.

Celebrity Networks

ACEN's patrons are Lord Simon Wooley, David Harewood OBE and Afua Hirsch. It co-hosted a prestigious conference, *Conscious Inclusion*, with the Independent Association of Prep Schools (IAPS) at the British Library in 2022. Speakers included staff from Diverse Educators and BAMEed. HFL Education held a conference earlier this year entitled, *Race Equity: Time to Act* where invited speakers included David Olusoga, Renni Eddo-Lodge and Jeffrey Boakye.

University-Based Networks

A small number of universities play a role in conferring status on 3POs, as well as providing academic and possibly material resources that support their work. These are academic settings where more managerial-type educators can become versed in CRT ideology, and by clustering 3POs, extend its influence through the profession.

- Brighton University School of Education
- Cardiff Metropolitan School of Education
- Goldsmiths Education Department
- Institute of Education, UCL
- Leeds Beckett University (and its Centre for Race, Education and Decoloniality)
- University of East Anglia PGCE
- University of Birmingham
- University of Greenwich
- University of Manchester

CRED also has links with the National Education Union, Show Racism the Red Card, and the University Council for the Education of Teachers. Rachel MacFarlane (HFL Education), is, as noted earlier, a lecturer at the Department of Leadership and Learning, Institute of Education, University of London, which is also where Christine Callender, a fellow at the Institute of Educational and Social Equity, lectures. Dr Shola Apena Rogers, director of ACEN, lectures in trauma-based approaches to racism at the University of Birmingham.

52%

of parents believe schools should not teach pupils that Britain is structurally racist (excluding don't knows)

Who's in Charge, DDU report 2022

CONCLUSION – A CHARITABLE TAKEOVER?

Our previous report, *Who's in Charge?* (July 2022) found a division among of parents of schoolchildren: 52% of respondents said schools should not teach that Britain is not structurally racist; 48% said this should be taught. This supports Matt Goodwin's observation that distinct and opposing worldviews are emerging which cross over traditional, political boundaries[12]. If so, it would mean that the public needs to be offered a clear presentation of the ethical dilemmas currently facing our institutions – especially schools. Outsourcing such difficult questions to companies and data-analysts avoids responsibility and is likely to foster cynicism or further political disengagement.

In our current report we conclude that while the 3POs studied here may be experts in CR-informed versions of racism/anti-racism, they are not experts in established disciplinary knowledge, school subjects, and with a few exceptions, they do not seem to have substantive experience of teaching, although they may have worked in schools in other roles. Yet 3POs are shaping all aspects of the teaching profession: teacher education; teacher development; whole school improvement; monitoring systems; school codes of conduct; curriculum, and pedagogy.

On the one hand networking is part and parcel of academic life. Lecturers seek to consolidate their status in their field by establishing relationships, hosting conferences, producing journals and so forth. On the other hand, as we have shown, these new networks are disseminating ideas that are ideological rather than intellectual or academic (according to established criteria). Consequently, they are breaching legal requirements to teach impartially. They are also introducing a new ethic of education – to promote activism – but by circumventing established gatekeepers and wider public authority. There appears to be a pipeline between university education departments, 3POs and schools.

In the data on our sample of 3POs, 135 client schools are listed. They are from the state and independent sectors. This in itself is cause for concern; perhaps even more worrying is the cultural kudos which the network of 3POs has acquired. Clearly, some have attracted powerful backers who provide status as well as material resources. Their connections span universities, unions, councils, professional organisations and school hubs. In other words, all the sites of authority which should be at the very least questioning the introduction of CRT in schools on educational and democratic grounds. Without government or public scrutiny, 3POs promulgating CRT are likely to become further emboldened in their efforts. The Runnymede Trust is a case in point.

The latest report[13] from the Runnymede Trust concerns Initial Teacher Education (ITE) for History. The report identifies problems in current teacher training:

- Fragmentation and marketisation of provision
- 'Lack of time' (presumably to cover curriculum content adequately) and 'gaps in teacher knowledge.'
- 'Tick box approaches to diversity work'
- 'Lack of Black minority ethnic representation among teacher educators/trainee teachers.

The first two are legitimate problems facing the profession: the last two assume a consensus about EDI policies that is not proven, or endorsed, outside their own legitimising network. Few would object to more opportunities for teachers to improve their subject knowledge, as long as it was clear that scholarly work by authors holding different political beliefs and worldviews would be included, or at least acknowledged as respectable alternatives.

Overall, their recommendations show how sensible suggestions are intermingled with promoting a politically partisan view about the nature and extent of racism in Britain's education system. Moreover, Runnymede's recommendations are explicit in demanding that anti- racist training should be a mandatory provision by ITE providers and sanctioned by the Department for Education. In effect, the report calls on a major government department to endorse a form of compelled speech for those teachers who do not subscribe to the CRT worldview.

As we said at the start, it is one thing to consider decolonising approaches in higher education, as long as impartiality in teaching and institutional ethos was observed. But this is not what is happening. Instead, the CRT worldview which de-legitimises established knowledge, its attendant modes of verification, and the

use of reason, is being accepted as legitimate in schools and the profession. One result is that subject knowledge itself loses intellectual coherence and integrity because it is constructed by political rather than logical principles[14]. If the influence of CRT is allowed to continue in its current fashion, schools will be complicit in cutting off the next generation from the intellectual and cultural achievements of the past. This would amount to a rejection of the traditional, and widely accepted, role of schools which is to ensure these precious public goods are passed on to the next generation.

RECOMMENDATIONS

Our recommendations, also given with the Executive Summary, are:

1. The government to commission an independent review of third-party organisations that provide lessons, materials and instruction, for and within schools on contested assertions about race, gender and other contentious issues (similar to the Cass Review on gender identity services for children and young people).

2. The Department for Education to issue an explicit and mandatory instruction to schools that their job is to *educate* as already stipulated in the Education Act 1996 (Part I, Chapter I, section 9) and *to teach impartially* as stipulated in Part V, Chapter IV, sections 406 & 407.

3. The Department for Education issues an explicit and mandatory instruction to Ofsted to make impartiality a priority in its guidance for inspectors and assessment criteria for judging schools.

4. Building on the above recommendations of our petition, we suggest that a body comprising members who represent a diversity of viewpoints and proven scholarly knowledge of disciplines, curriculum subjects, and experience in teaching, is established. Its remit should be to provide impartial scrutiny of curriculum content, pedagogy and educational standards of contested topics being proposed for curriculum inclusion. The body should be a permanent one whose statutory status provides substantive and practical support for impartial education.

REFERENCES

[1] DDU Petition: Educate Not Indoctrinate https://dontdivideus.com/petition-educate-not-indoctrinate/

[2] Independent Review of Gender Identity Services for Children and Young People, Dr Hilary Cass. https://cass.independent-review.uk/

[3] *Show, tell and leave nothing to the imagination: How critical social justice is undermining British schooling*, Civitas https://civitas.org.uk/publications/show-tell-and-leave-nothing-to-the-imagination/

[4] E. Kaufmann, *The Political Culture of Young Britain*, Policy Exchange, 2022.

[5] B. Crick, *Education for Citizenship and the Teaching of Democracy in Schools*, 1998.

[6] See L. Jussim, A. Careem, N. Honeycutt & S.T. Stevens, Do IAT Scores Explain Racial Gaps? Draft paper for the Sydney Symposium for Social Psychology: Applications of Social Psychology, 2019 http://www.sydneysymposium.unsw.edu.au/2019/chapters/JussimSSSP2019.pdf

[7] Gov.UK figures on GSCE Attainment 8, 18th March 2022

[8] Aamna Mohdin, Private schools defend refusal of £1m donation to help poor white boys, *The Guardian*, Monday 30th December 2019. https://www.theguardian.com/education/2019/dec/30/private-schools-defend-refusal-of-1m-donation-to-help-poor-white-boys

[9] For a sympathetic account of the reforms of this period, see C. Chitty, 'The School Effectiveness Movement: Origins, Shortcomings and Future Possibilities', *Curriculum Journal*, vol. 8(1), 1997. For a critical discussion see J. Beck, 'Makeover or Takeover? The Strange Death of Educational Autonomy in Neo-Liberal England', *British Journal of Sociology*, vol.20(2), 1999, and for a critique of opening education to marketization see S. Ball *Education PLC, Understanding Private Sector Participation in Public Sector Education*, 2007.

[10] Anti-Racist Educators: Moving from Performative to Transformative. Webinar for teachers hosted by FLAIR https://flairimpact.com/moving-from-performative-to-transformative

[11] S. Edginton, Group that calls UK borders 'systematically racist' funded by No. 10, *The Telegraph*, May 31st 2023.

[12] M. Goodwin, *Values, Voice and Virtue: The New British Politics*, Penguin, 2023.

[13] Available at https://www.runnymedetrust.org/publications/making-history-teachers-the-role-of-teacher-training-and-teacher-education

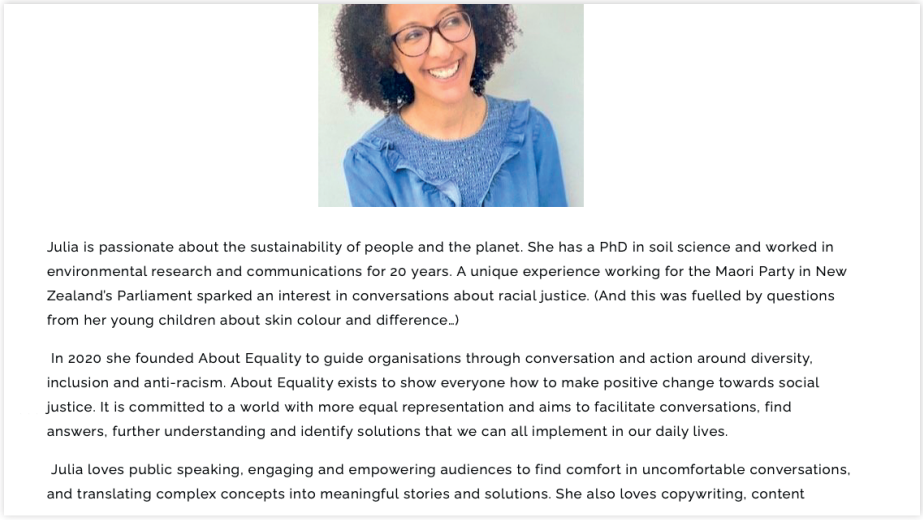
[14] E. Rata, A Pedagogy of Conceptual Progression and the Case for Academic Knowledge, *British Education Research Journal*, vol.42(1), 2016.

APPENDIX ONE – SCREENSHOTS AND LINKS

There are 50 screenshots and links, where available of each 3PO. The text and imagery vary and exemplify the different discourses present in the 3PO network.

1. About Equality

https://thegec.org/the-collective-bios/2022/6/21/julia



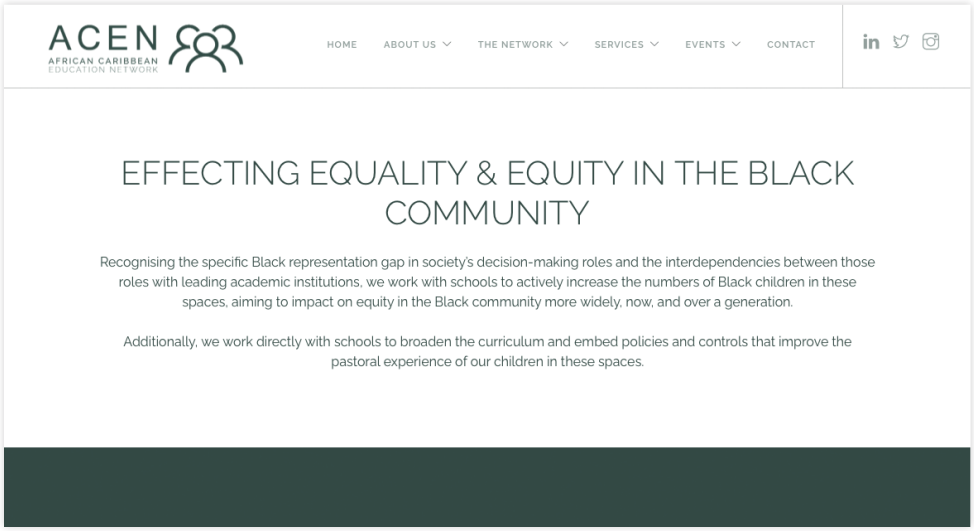
Julia is passionate about the sustainability of people and the planet. She has a PhD in soil science and worked in environmental research and communications for 20 years. A unique experience working for the Maori Party in New Zealand's Parliament sparked an interest in conversations about racial justice. (And this was fuelled by questions from her young children about skin colour and difference…)

In 2020 she founded About Equality to guide organisations through conversation and action around diversity, inclusion and anti-racism. About Equality exists to show everyone how to make positive change towards social justice. It is committed to a world with more equal representation and aims to facilitate conversations, find answers, further understanding and identify solutions that we can all implement in our daily lives.

Julia loves public speaking, engaging and empowering audiences to find comfort in uncomfortable conversations, and translating complex concepts into meaningful stories and solutions. She also loves copywriting, content

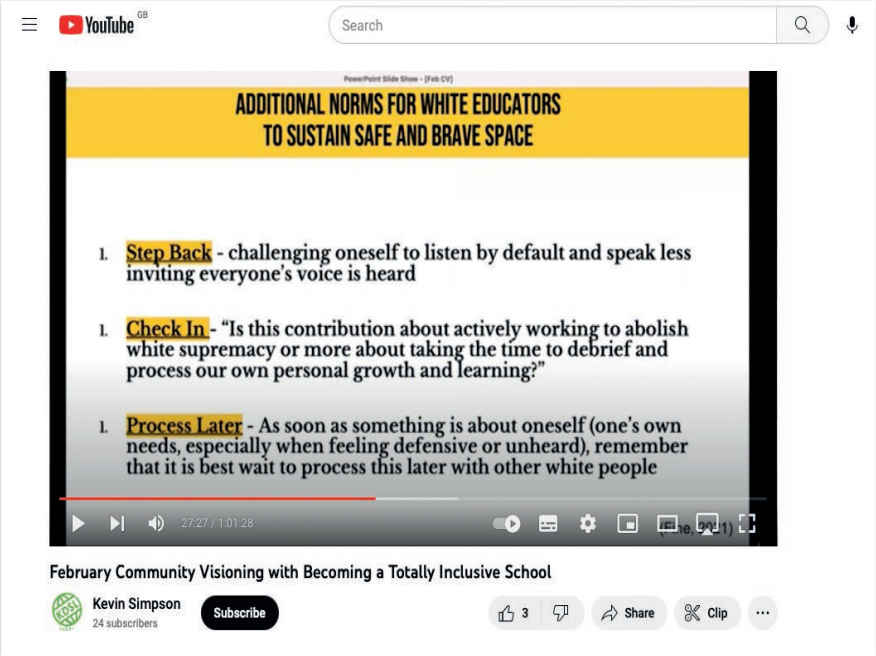
2. ACEN

https://www.aceducationnetwork.com/student-workshops/



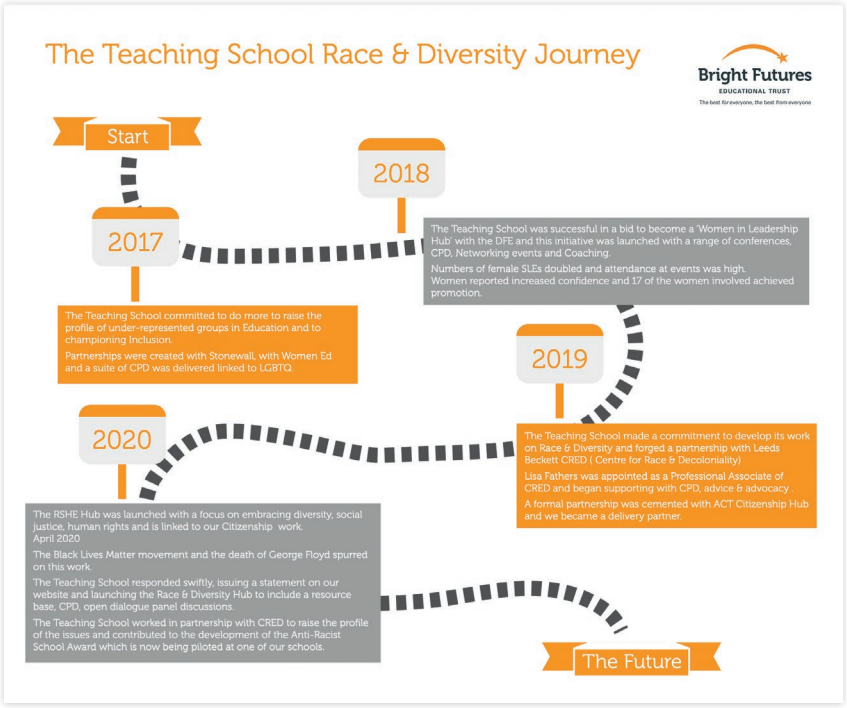
3. AIELOC

https://www.youtube.com/watch?v=bmhkyAVwpcg (from an online event on You Tube)



4. Alliance for Learning

https://www.allianceforlearning.co.uk/wp-content/uploads/2020/12/BFET_journey.pdf

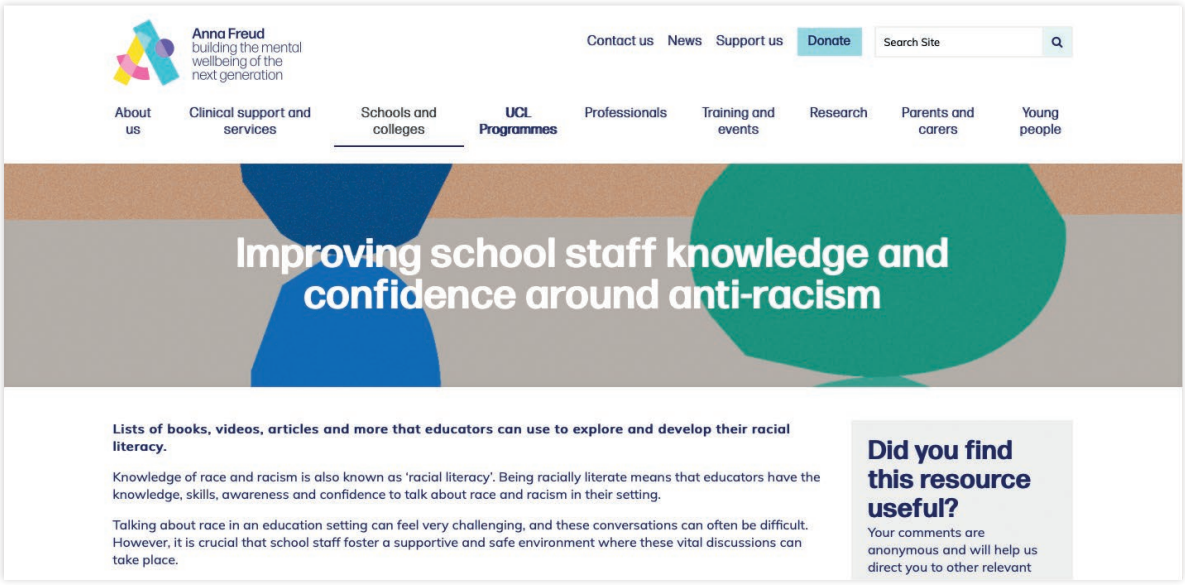


5. Alternative Curriculum

https://www.alternativecurriculum.org/2020/11/24/black-history-of-britain/

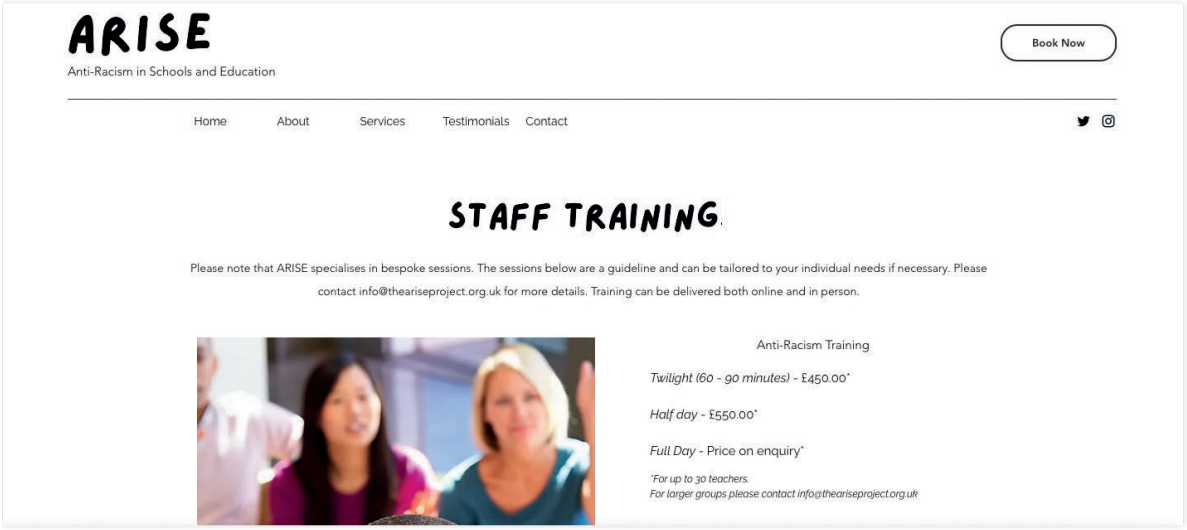
6. Anna Freud Centre

https://www.annafreud.org/schools-and-colleges/resources/improving-school-staff-knowledge-and-confidence-around-anti-racism/



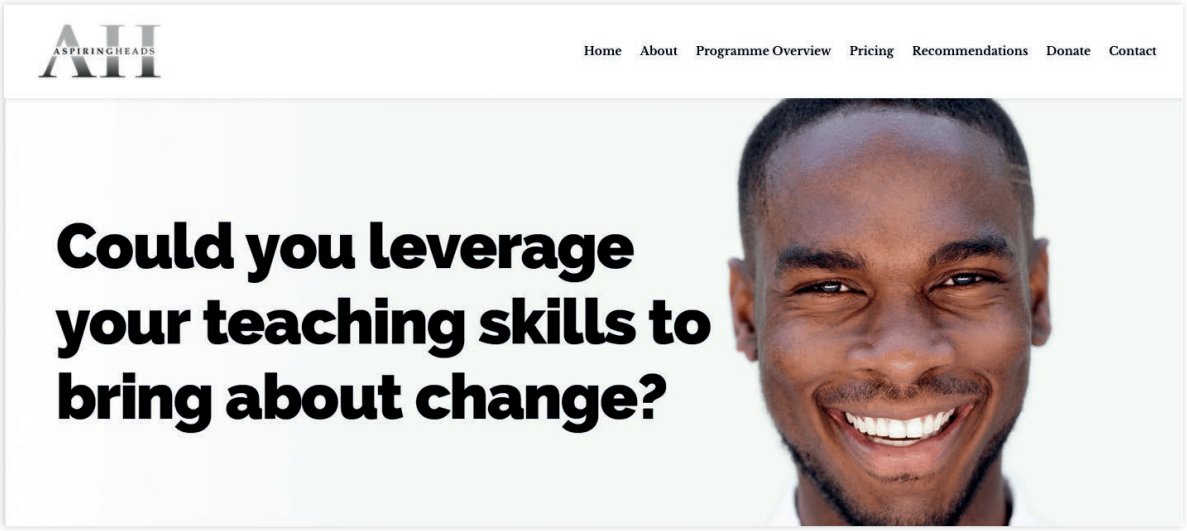
7. ARISE

https://www.thearisеproject.org.uk/stafftraining



8. Aspiring Heads

https://aspiringheads.com



9. BAMEed

https://www.google.com/search?client=safari&rls=en&q=BAMEDed+equality+statement&ie=UTF-8&oe=UTF-8

Statement of values

BAMEed is committed to social justice and working with those who are most excluded and disadvantaged

BAMEed celebrates our society as diverse in race, culture, faith and other beliefs, sexuality, abilities, gender and age.

BAMEed is committed to challenging disadvantage and inequality and aims to promote diversity and equality in all areas of its work and structures.

BAMEed believes:

- In working towards a just and participatory society
- That all people have equal rights to work towards social justice and to participate in decision-making processes and local action
- That priority should be given to working with communities and groups whose full participation in society is limited by economic disadvantage or discrimination
- That the role of BAMEed is to affirm and enable all people to participate fully in their teaching careers while fostering an equitable and inclusive community.

10. Bitesize

https://www.bbc.co.uk/bitesize/articles/zs9n2v4

This article was first published in June 2020.

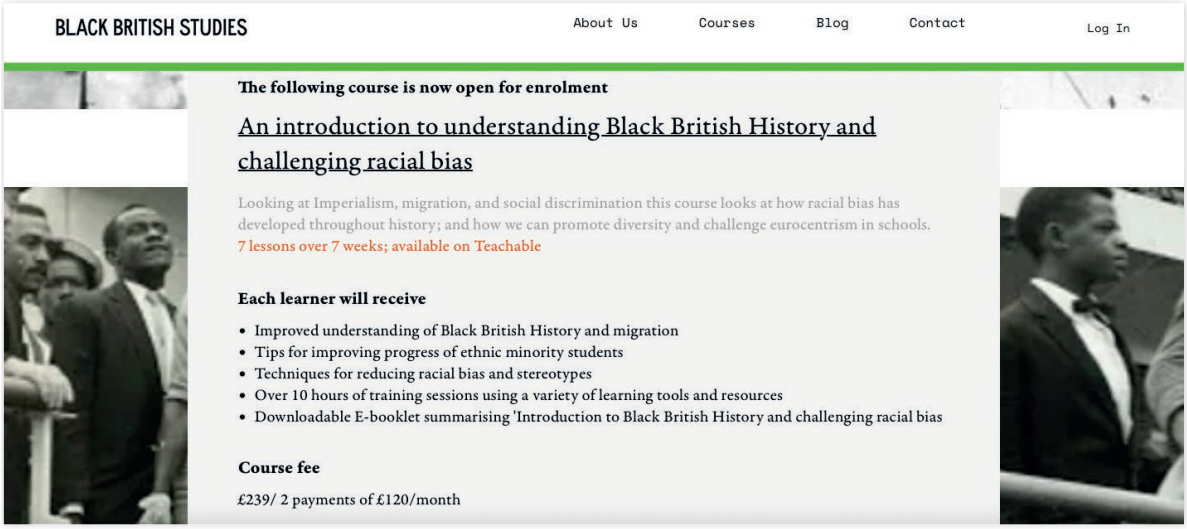
John Amaechi is a psychologist, a New York Times best-selling author and a former NBA basketball player. In the wake of the George Floyd killing and the Black Lives Matter protests, and at a time when many people want to learn how they can be better allies for black people, we asked John what it means to be anti-racist.

There's a big difference between being not-racist and being anti-racist. I know it doesn't seem like it. I know that both of these things seem equally good, but they're not.

11. Birmingham Race Impact Group (BRIG) – N/A

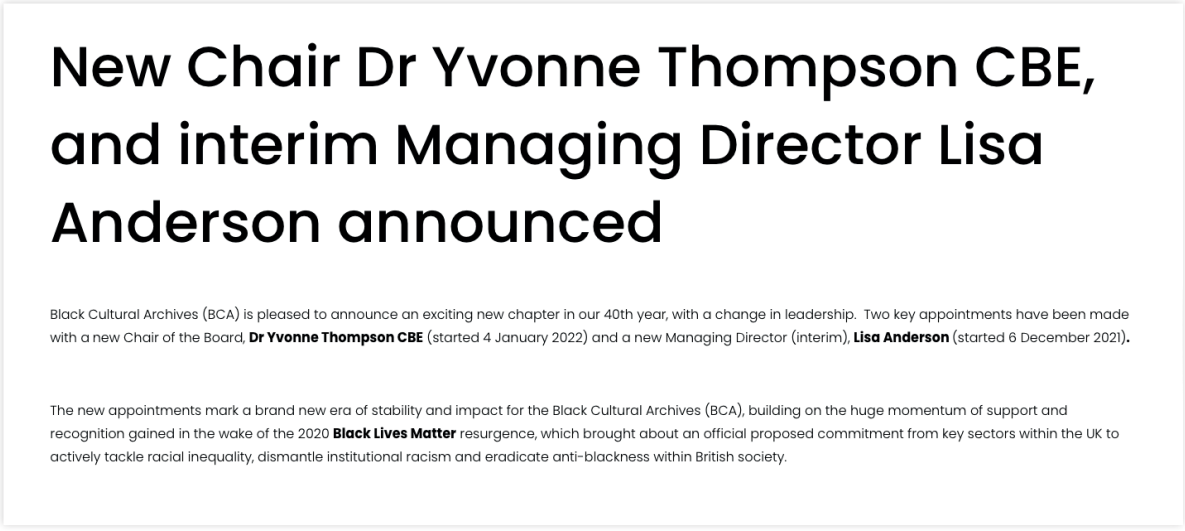
12. Black British Studies

https://www.blackbritishstudies.org



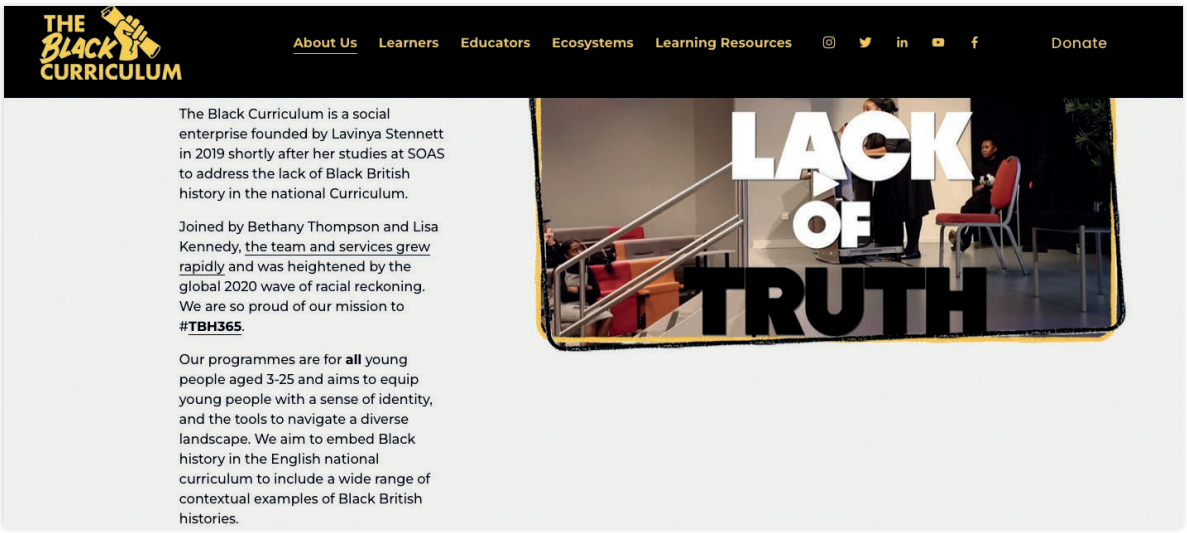
13. Black Cultural Archives

https://blackculturalarchives.org/news/yvonne-thompson-chair



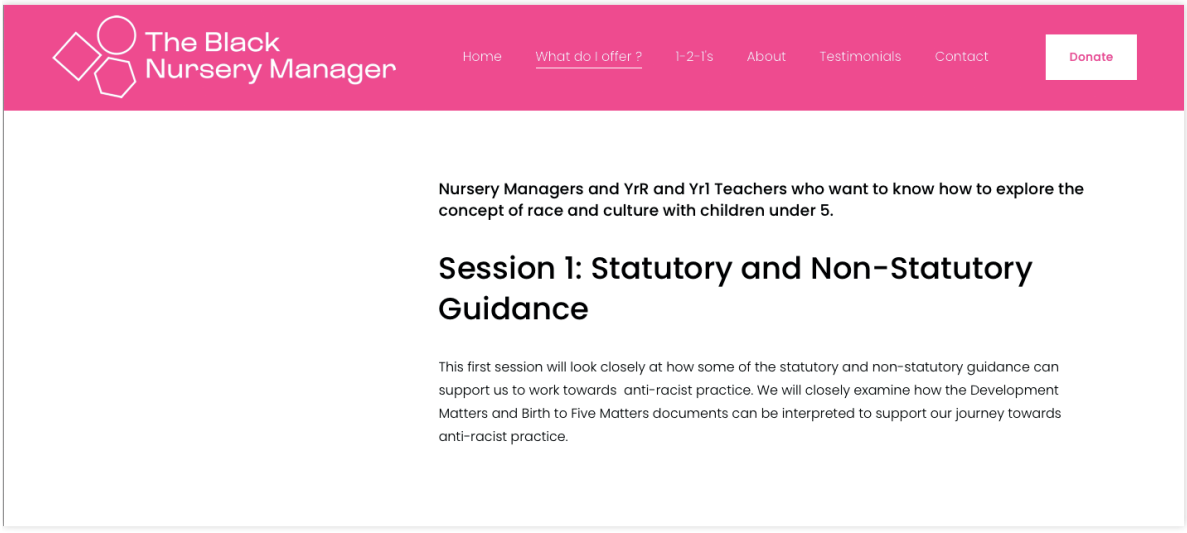
14. The Black Curriculum

https://theblackcurriculum.com/about



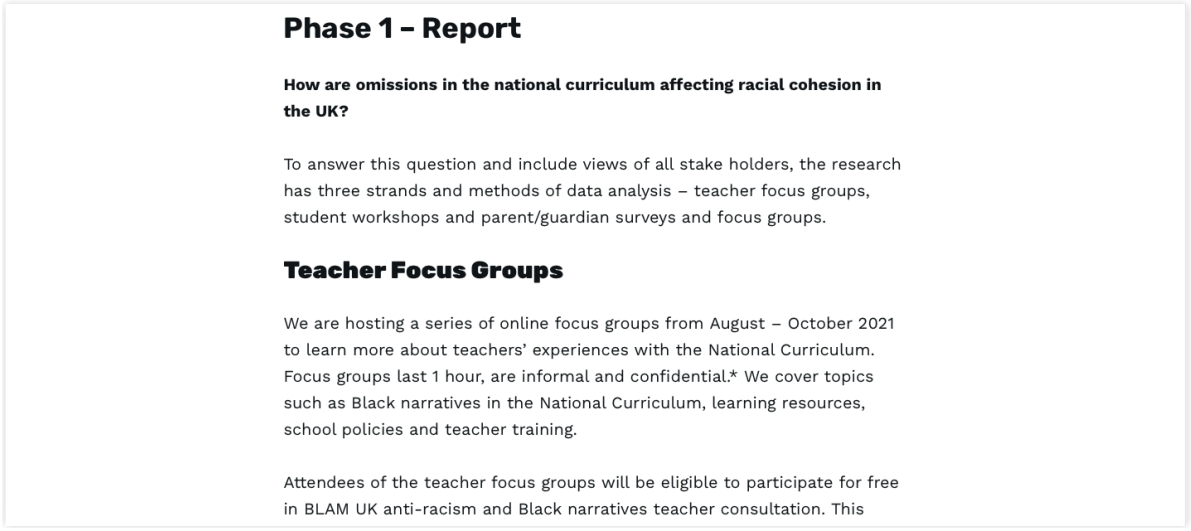
15. The Black Nursery Manager

https://www.theblacknurserymanager.com/how-to-explore-race-with-children-in-the-early-years-setting



16. Black Teachers Connect – N/A
17. Blackstory Partnership – N/A
18. BLAM

https://blamuk.org/our-projects-2/curriculum-research-project/



Phase 1 – Report

How are omissions in the national curriculum affecting racial cohesion in the UK?

To answer this question and include views of all stake holders, the research has three strands and methods of data analysis – teacher focus groups, student workshops and parent/guardian surveys and focus groups.

Teacher Focus Groups

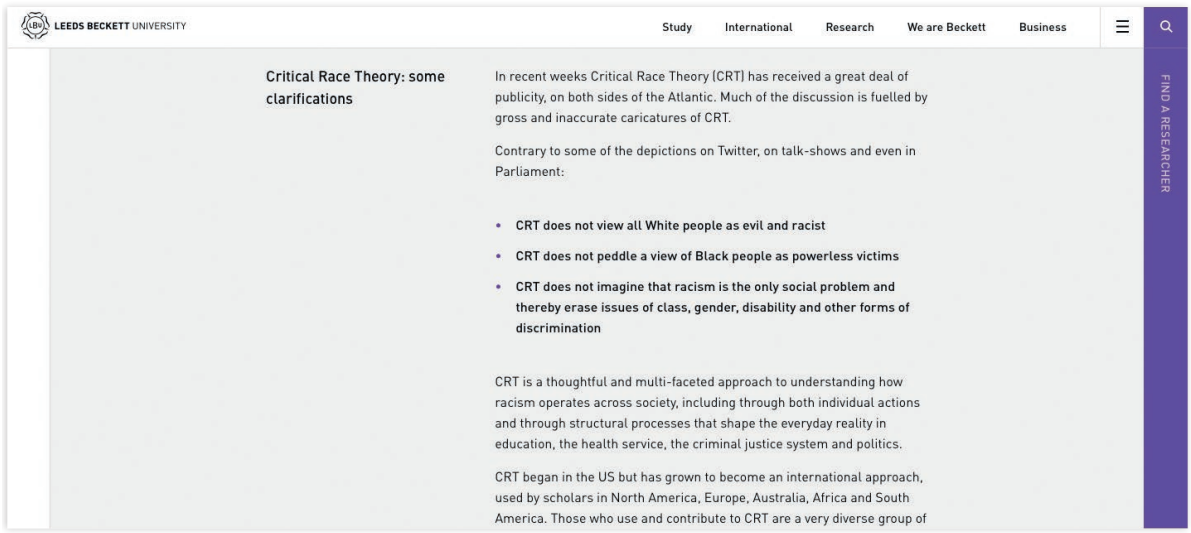
We are hosting a series of online focus groups from August – October 2021 to learn more about teachers' experiences with the National Curriculum. Focus groups last 1 hour, are informal and confidential.* We cover topics such as Black narratives in the National Curriculum, learning resources, school policies and teacher training.

Attendees of the teacher focus groups will be eligible to participate for free in BLAM UK anti-racism and Black narratives teacher consultation. This

19. Brighton and Hove Educators of Colour Collective – N/A
20. Centre for Race Education and Decoloniality

(Leeds Beckett University)

https://www.leedsbeckett.ac.uk/research/centre-for-race-education-and-decoloniality/



LEEDS BECKETT UNIVERSITY

Study International Research We are Beckett Business

FIND A RESEARCHER

Critical Race Theory: some clarifications

In recent weeks Critical Race Theory (CRT) has received a great deal of publicity, on both sides of the Atlantic. Much of the discussion is fuelled by gross and inaccurate caricatures of CRT.

Contrary to some of the depictions on Twitter, on talk-shows and even in Parliament:

- **CRT does not view all White people as evil and racist**
- **CRT does not peddle a view of Black people as powerless victims**
- **CRT does not imagine that racism is the only social problem and thereby erase issues of class, gender, disability and other forms of discrimination**

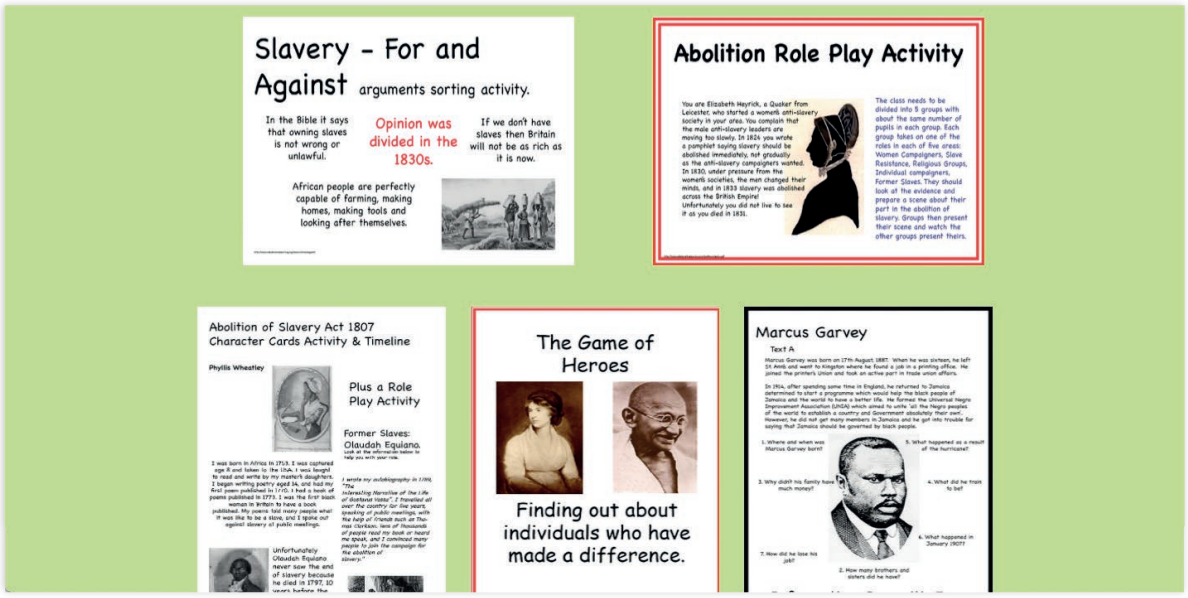
CRT is a thoughtful and multi-faceted approach to understanding how racism operates across society, including through both individual actions and through structural processes that shape the everyday reality in education, the health service, the criminal justice system and politics.

CRT began in the US but has grown to become an international approach, used by scholars in North America, Europe, Australia, Africa and South America. Those who use and contribute to CRT are a very diverse group of

21. Collaborative Learning

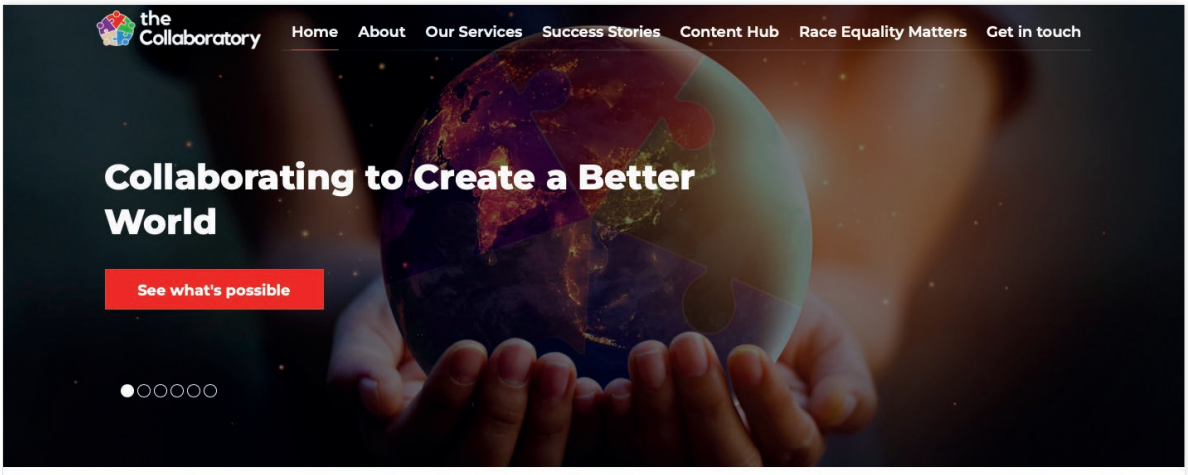
http://www.collaborativelearning.org/historyblack.html

NB. the only sample with no references to Critical Social Justice terminology.



22. The Collaboratory

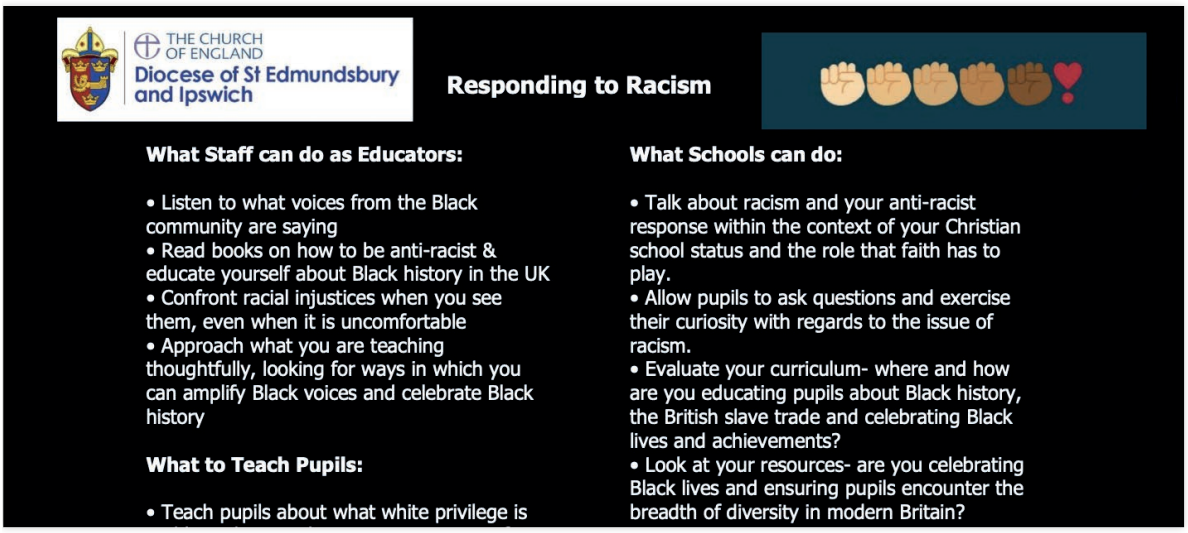
https://www.thecollaboratory.co.uk



Bringing together non profits and corporates

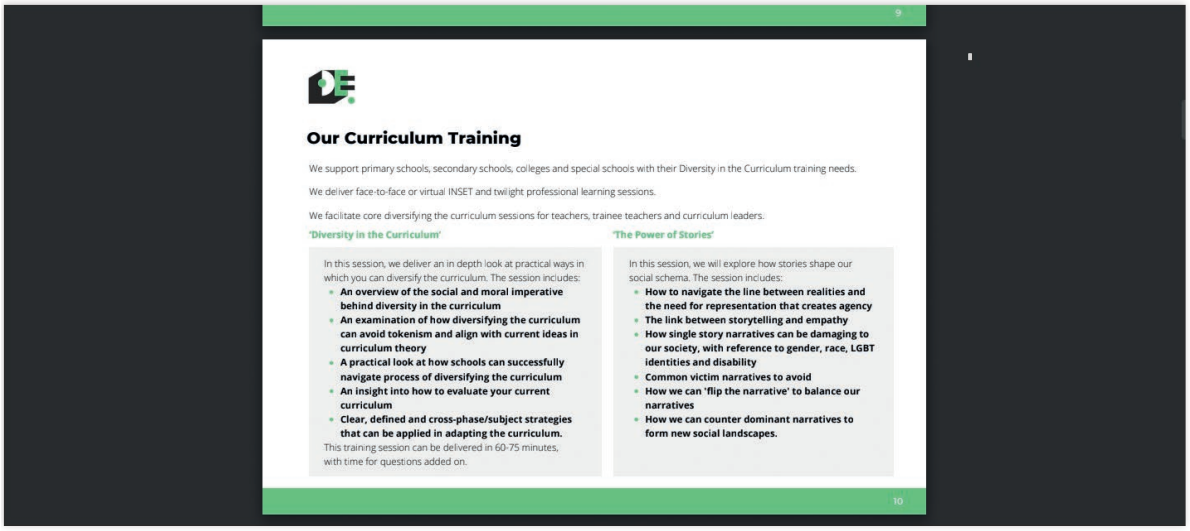
23. Church of England Diocesan Board of Education

https://d3hgrlq6yacptf.cloudfront.net/5f214e41ab1e4/content/pages/documents/1602141754.pdf



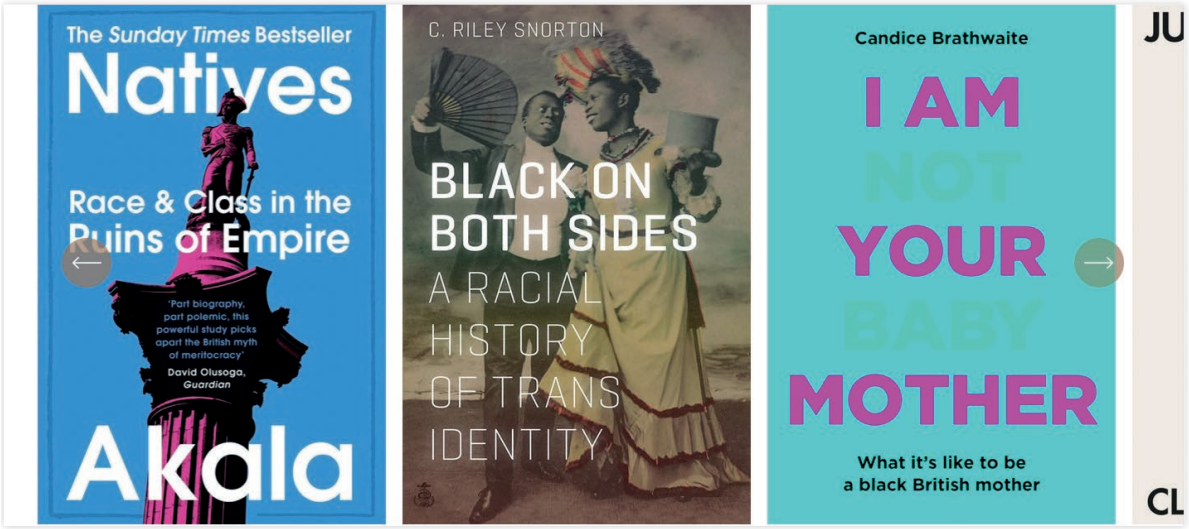
24. Diverse Educators

https://drive.google.com/file/d/1dUhR0zNReB6k5lQ2Fep7BPL-TWagrxw3/view



25. Early Years Blacklist

https://www.theearlyyearsblacklist.com/resources



26. Educational Equity Service – N/A

27. Equaliteach

https://equaliteach.co.uk/downloads/Anti-Racism-Resources.pdf

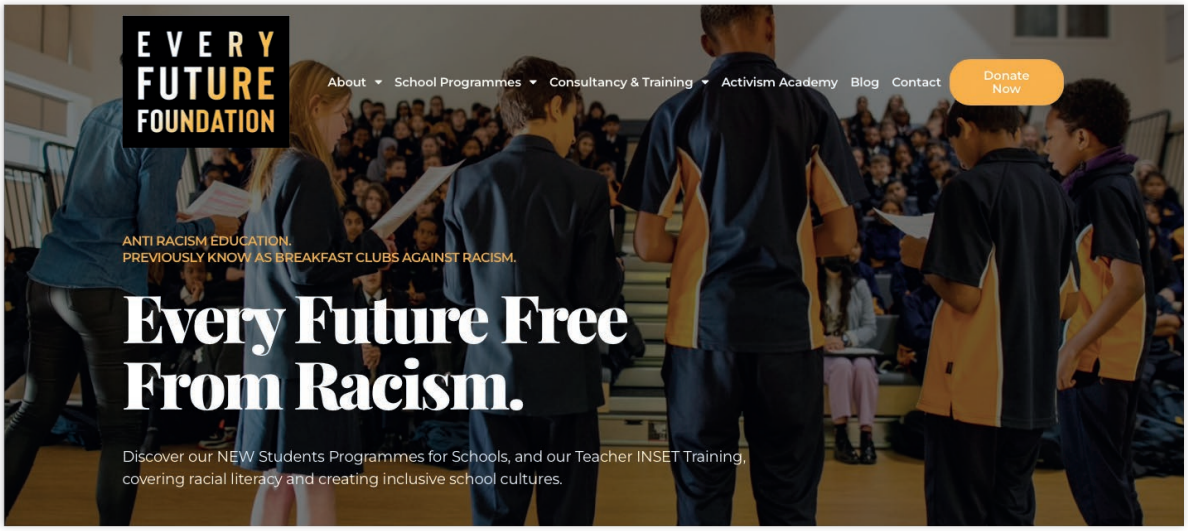
Anti-Racism Resources

Resources for learning about white privilege and how to use it:

- Blog (long read) 'Beyond Denial: Effectively Tackling Racism as a White Person' https://equaliteach.co.uk/beyond-denial-effectively-tackling-racism-as-a-white-person/
- Blog: 'Check Your Privilege!' https://equaliteach.co.uk/check-your-privilege/
- Blog: 'The Next Chapter for White Privilege' https://equaliteach.co.uk/the-next-chapter-for-white-privilege/

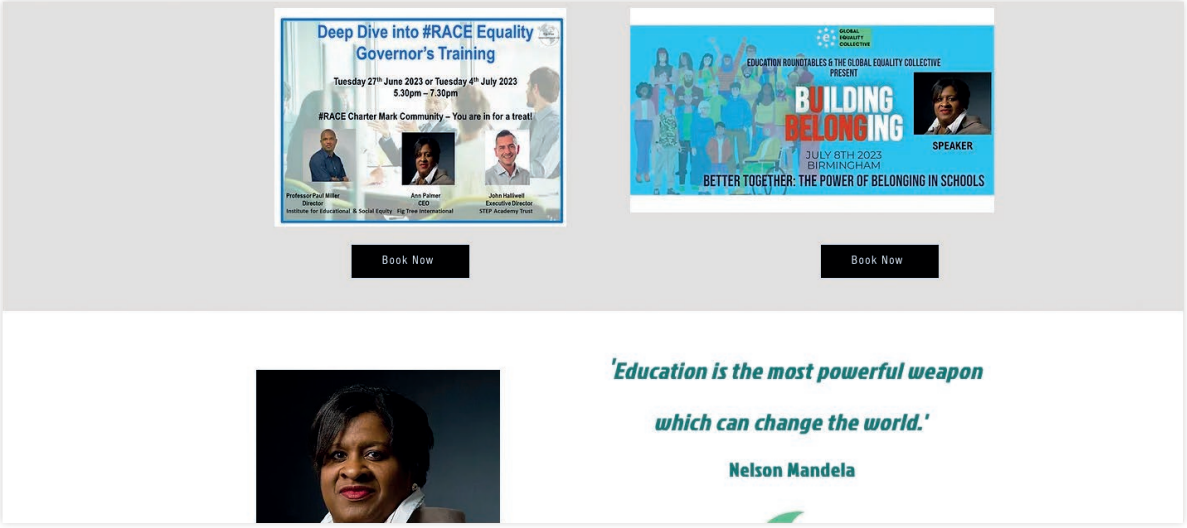
28. Every Future Foundation

https https://everyfuturefoundation.co.uk/



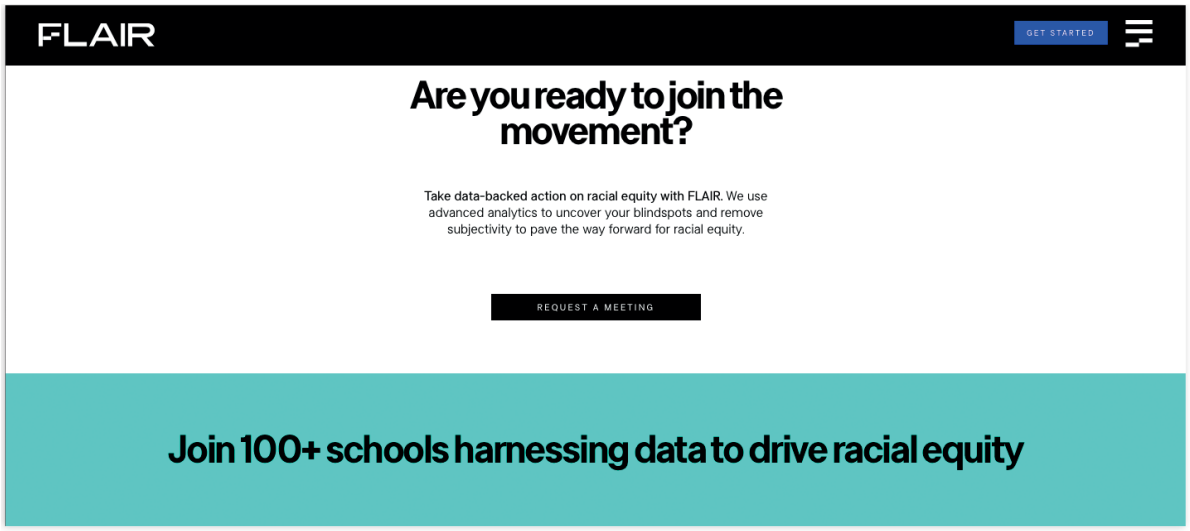
29. Fig Tree International

https://www.figtreeinternational.org.uk



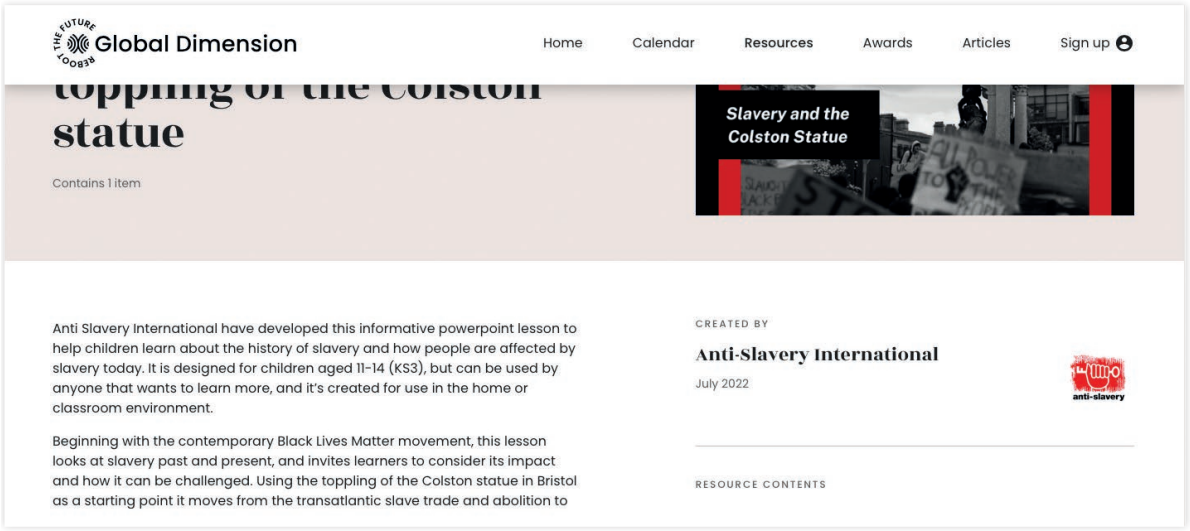
30. Flair Global Ltd

(Also known as Flair Impact)
https://flairimpact.com/education



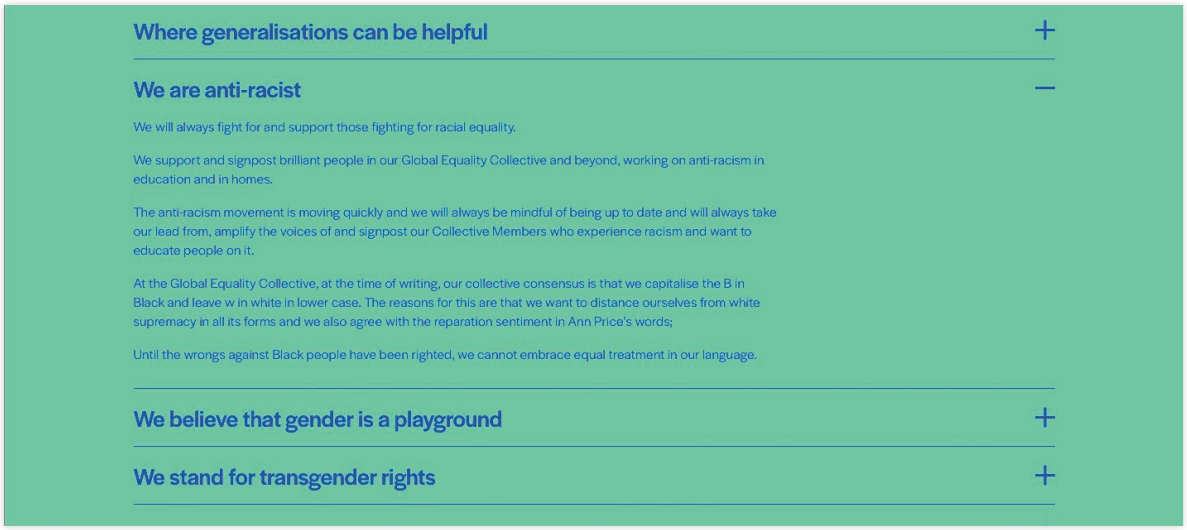
31. Global Dimension

https://globaldimension.org.uk/resources/slavery-then-and-now-learning-from-the-toppling-of-the-colston-statue/



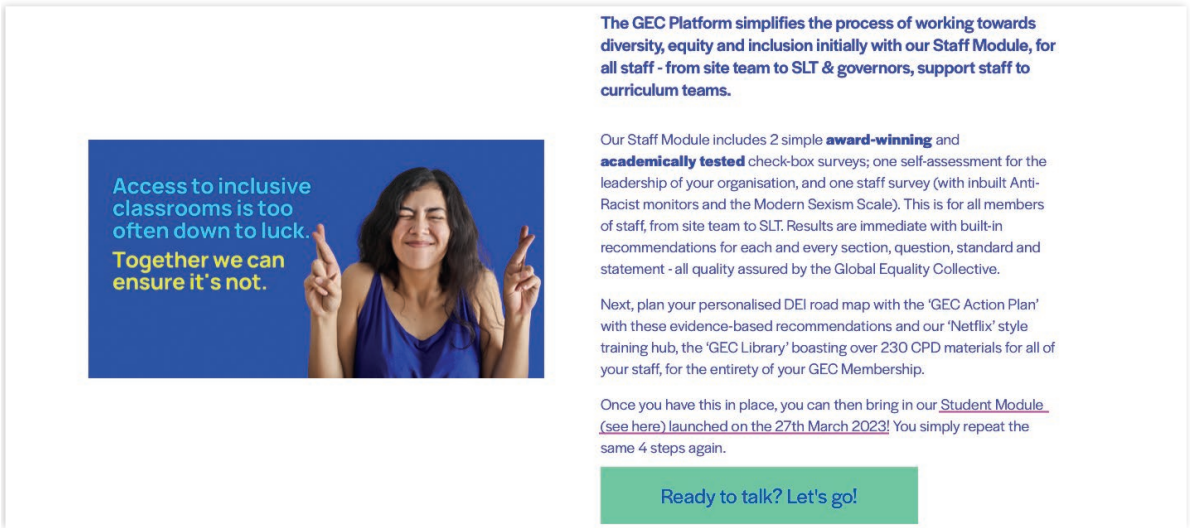
32. Global Equality Collective 1

https://www.thegec.education/manifesto-values



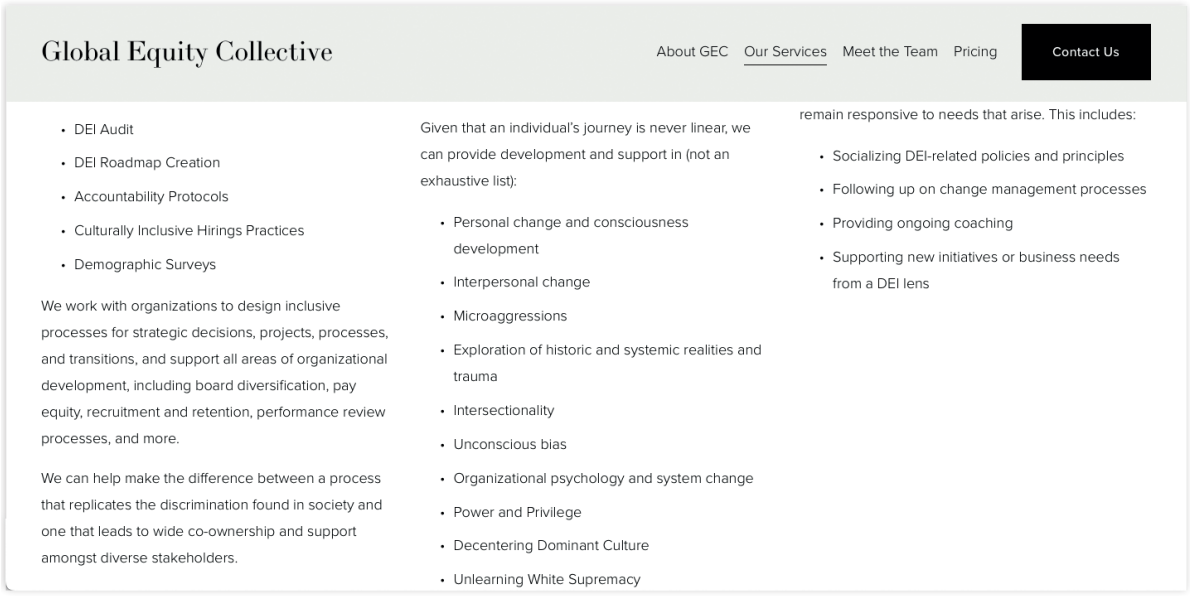
33. Global Equality Collective 2

https://www.thegec.education/staff-module



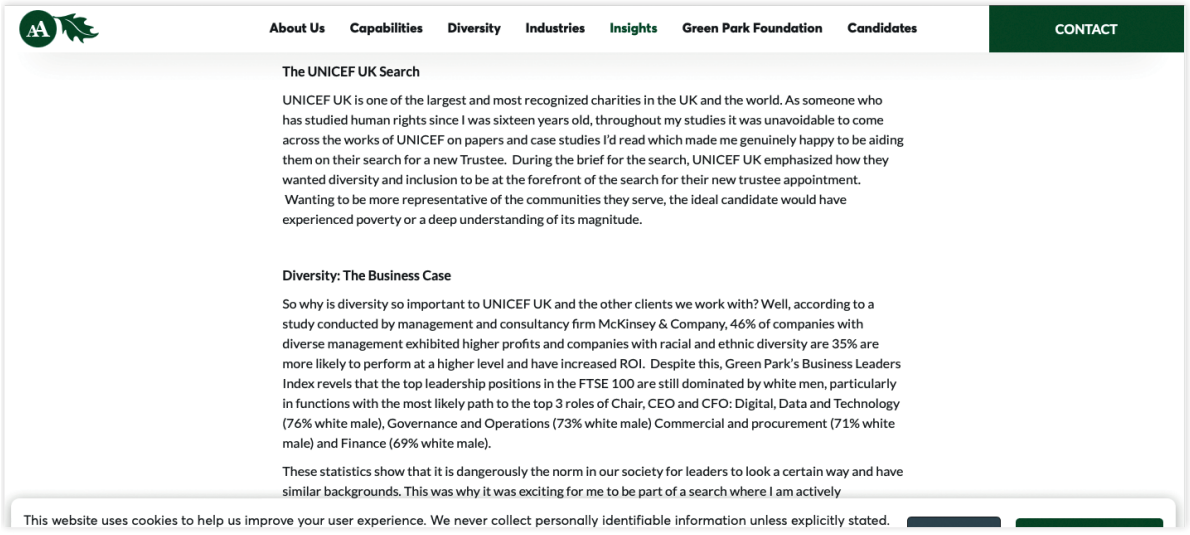
34. Global Equity Collective

https://www.globalequitycollective.com/services



35. Green Park

https://www.green-park.co.uk/news/the-power-of-an-authentic-mission-statement/s251728/



36. HEP

(Haringey Education Partnership)
https://www.haringeyeducationpartnership.co.uk/resource_library/BAME%20Achievement%20strategy_2020_21.pdf

There are clear links between disadvantage, attainment and exclusions. Haringey's White British children and young people are much less likely to suffer from disadvantage than those from BAME backgrounds

English as an additional language will also play a key role for some communities

However, the varied patterns of attainment for different ethnic groups shows that this is not the whole story. We also need to look carefully at how the education system affects outcomes

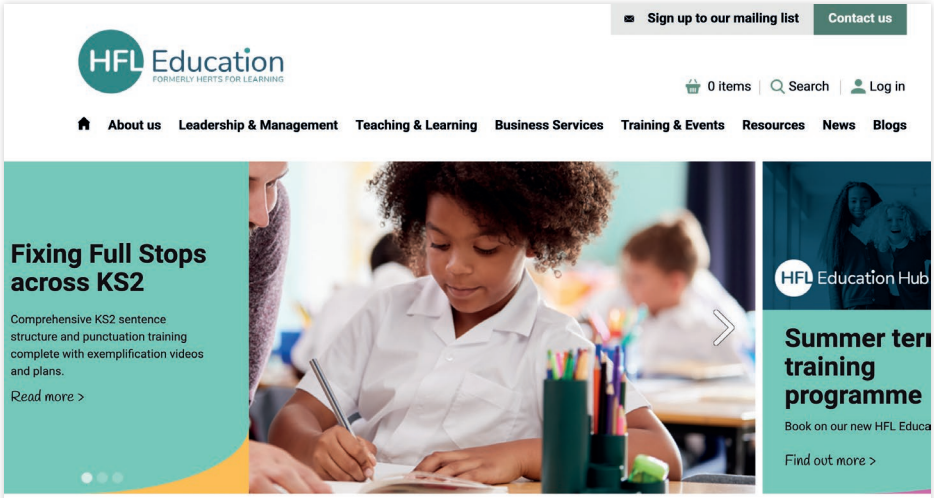
Ethnic Group	Total no pupils	% Pupil Premium
Black African	5,671	51%
Black Caribbean	2,833	51%
White Other	10,675	26%
White British	7,587	13%
Haringey Total	38,664	31%

In particular, we need to acknowledge and address issues which affect children and young people's sense of self-worth, aspiration and life chances, such as:

- Institutional racism and unconscious bias
- Low representation of BAME groups among leaders, teachers and governors
- Lack of understanding of cultural diversity – cultural competency
- The impact of being in a minority in a White majority school
- Limited or negative representations of BAME groups in school and the curriculum

37. HFL Education (Herts For Learning)

(See Page 16)
https://www.hertsforlearning.co.uk/blog/addressing-race-equity-schools



HFL Education is a leading national provider of school improvement and business support services, training and resources, that enable schools, settings and trusts to deliver a great education. We support those we work with to achieve successful long-term outcomes for their children. We believe that every young person, through access to a great education, should be able to realise their potential, regardless of where they live, their background or circumstances.

38. Institute for Educational and Social Equity

(Formerly Educational Equity Service)

https://instituteforequity.ac.uk

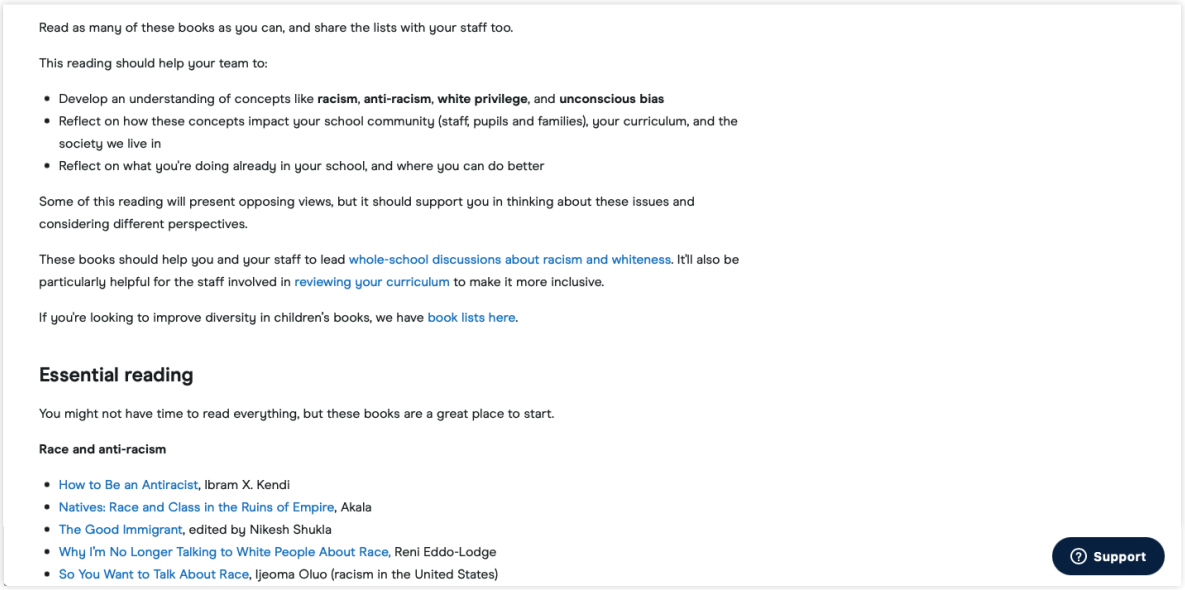
39. Jigsaw

https://20064624.fs1.hubspotusercontent-na1.net/hubfs/20064624/England%20Bookshelf/snapshot-jigsaw-pshe-11-16-ls-oct-2021.pdf

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self- identity, groups, influences, social media, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

40. The Key Support Services Ltd

https://schoolleaders.thekeysupport.com/administration-and-management/ethos-equality/specific-equality-considerations/anti-racist-reading-lists-staff/



Read as many of these books as you can, and share the lists with your staff too.

This reading should help your team to:

- Develop an understanding of concepts like **racism**, **anti-racism**, **white privilege**, and **unconscious bias**
- Reflect on how these concepts impact your school community (staff, pupils and families), your curriculum, and the society we live in
- Reflect on what you're doing already in your school, and where you can do better

Some of this reading will present opposing views, but it should support you in thinking about these issues and considering different perspectives.

These books should help you and your staff to lead whole-school discussions about racism and whiteness. It'll also be particularly helpful for the staff involved in reviewing your curriculum to make it more inclusive.

If you're looking to improve diversity in children's books, we have book lists here.

Essential reading

You might not have time to read everything, but these books are a great place to start.

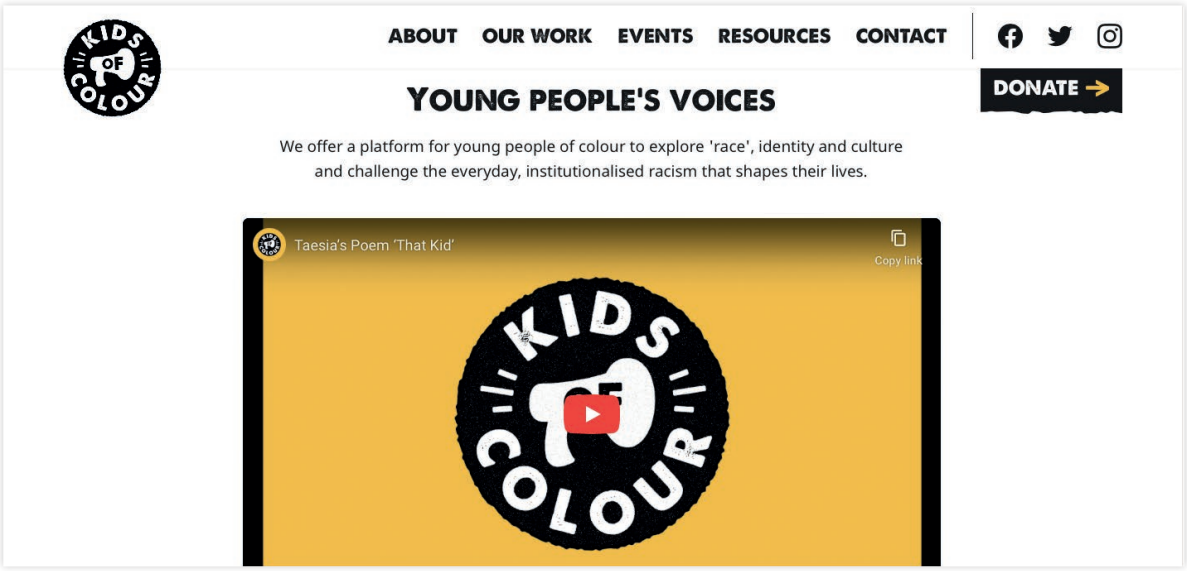
Race and anti-racism

- How to Be an Antiracist, Ibram X. Kendi
- Natives: Race and Class in the Ruins of Empire, Akala
- The Good Immigrant, edited by Nikesh Shukla
- Why I'm No Longer Talking to White People About Race, Reni Eddo-Lodge
- So You Want to Talk About Race, Ijeoma Oluo (racism in the United States)

Support

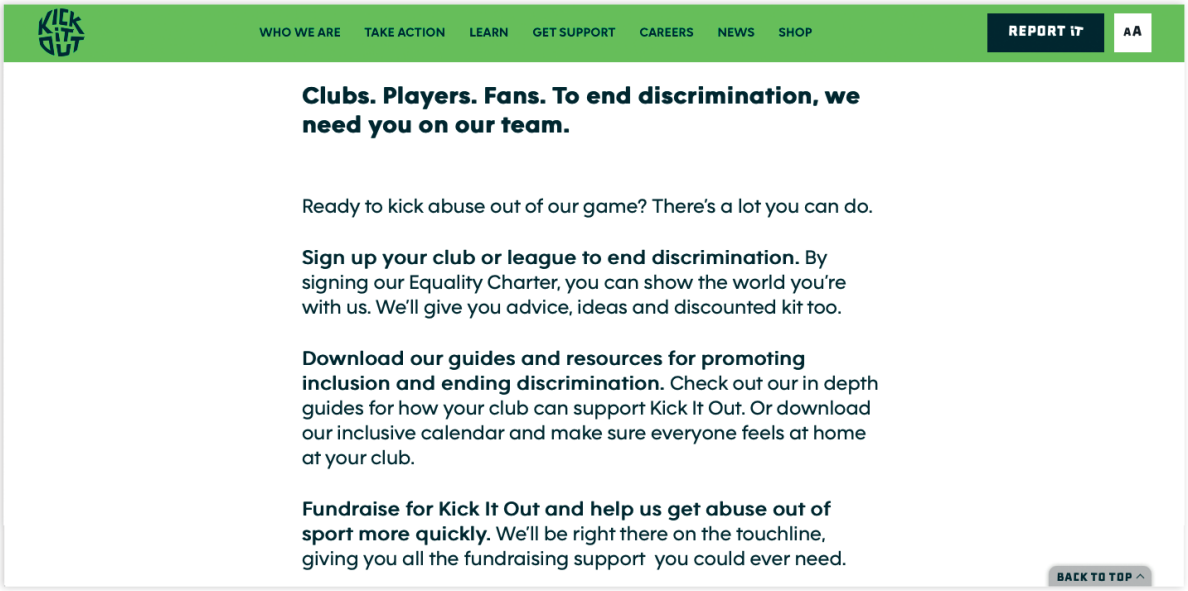
41. Kids of Colour

https://kidsofcolour.com



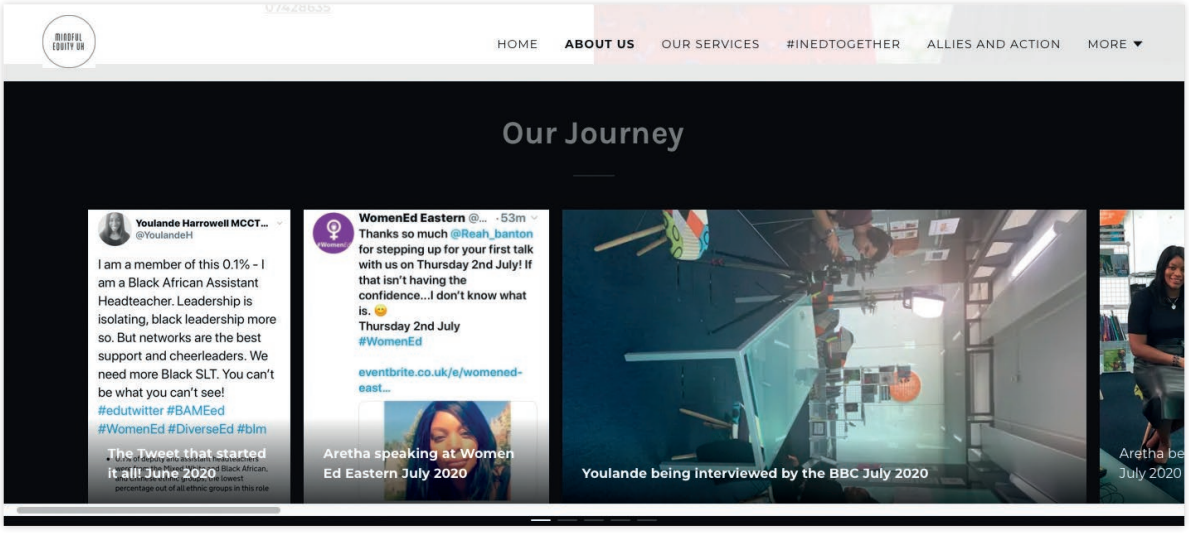
42. Kick It Out

https://www.kickitout.org/take-action



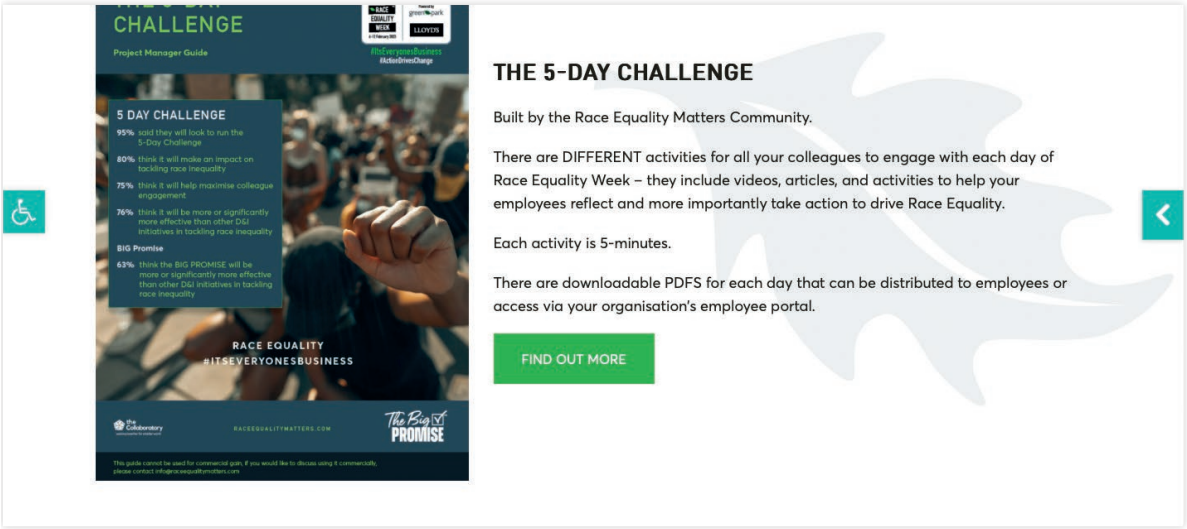
43. Mindful Equity

https://mindfulequityuk.co.uk/about-us



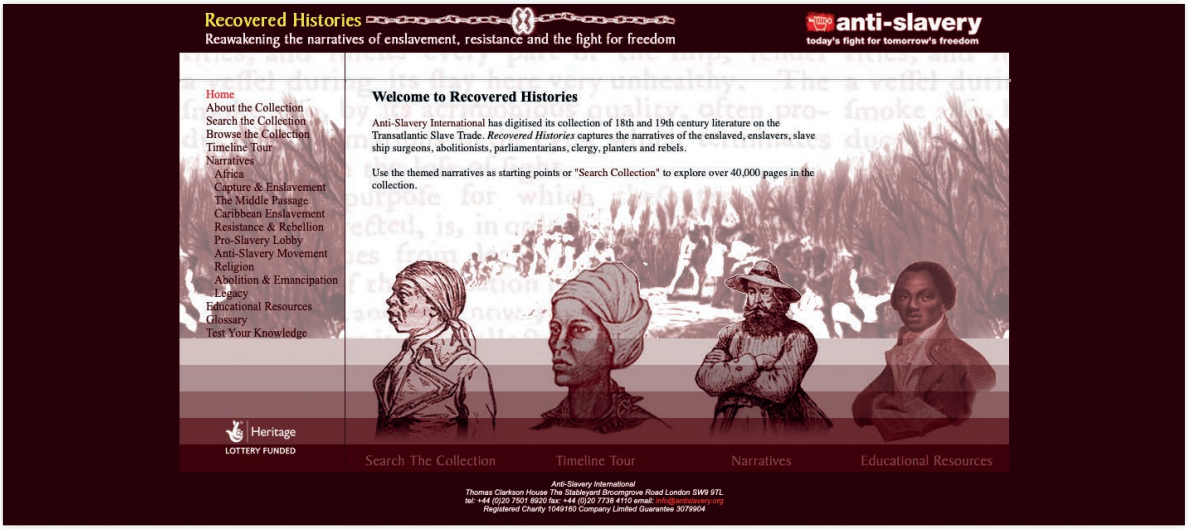
44. Race Equality Matters

https://www.raceequalitymatters.com/race-equality-week/



45. Recovered Histories

http://www.recoveredhistories.org



46. Show Racism the Red Card

https://theredcardhub.org

Our aim with this hub, is to allow educators the opportunity to access free anti-racism resources which strengthen your own understanding of issues around racism, and in turn that of the young people you work alongside. The resources shared in this hub have been carefully created to allow teachers and educators to raise the subject of race and racism with the young people they work with, in a sensitive and thoughtful way. We encourage anti-racism discussions to take place in schools and educational settings, and allow staff to create a safe space for young people to talk about racism and how we can tackle it in our society.

SOME IMPORTANT THINGS TO NOTE.

As we might expect with a challenging subject such as anti-racism, some activities are highly sensitive and possibly triggering; and there are some activities that come with a language warning. Therefore, users of the Education Hub need to use their judgement and discretion to consider each activity in turn, and decide whether the activity is suitable for the young people in their organisation. In some cases, resources have been labelled "PRIMARY" or "SECONDARY" to help guide teachers. However, it is still important to fully check out the resource prior, in order to decide on its suitability for your young people.

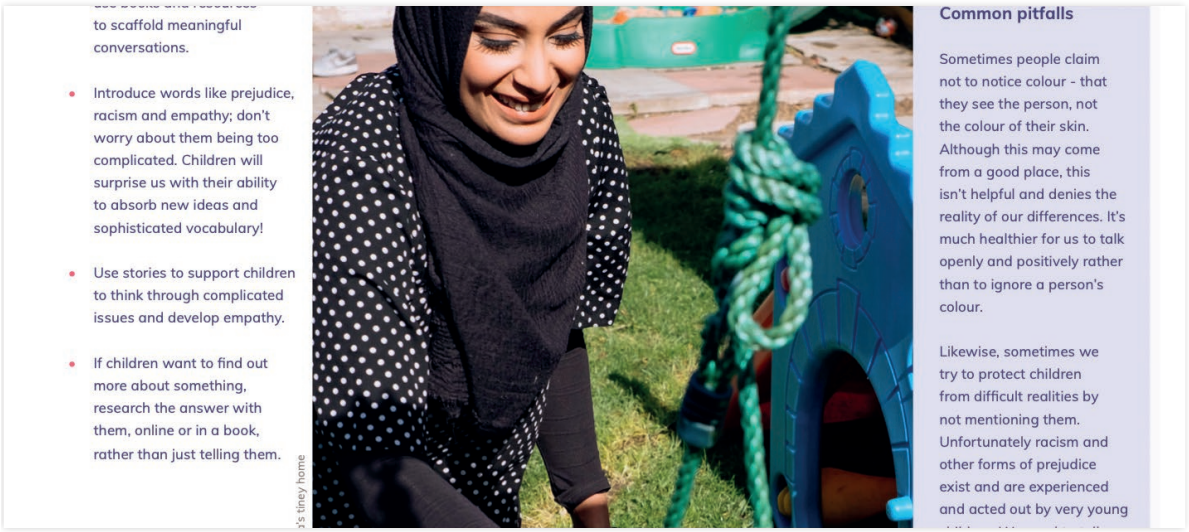
It will be important that teachers and facilitators leading any

47. Tell MAMA

https://tellmamauk.org/wp-content/uploads/infographics/Anti-Muslim%20Attacks2016.jpg

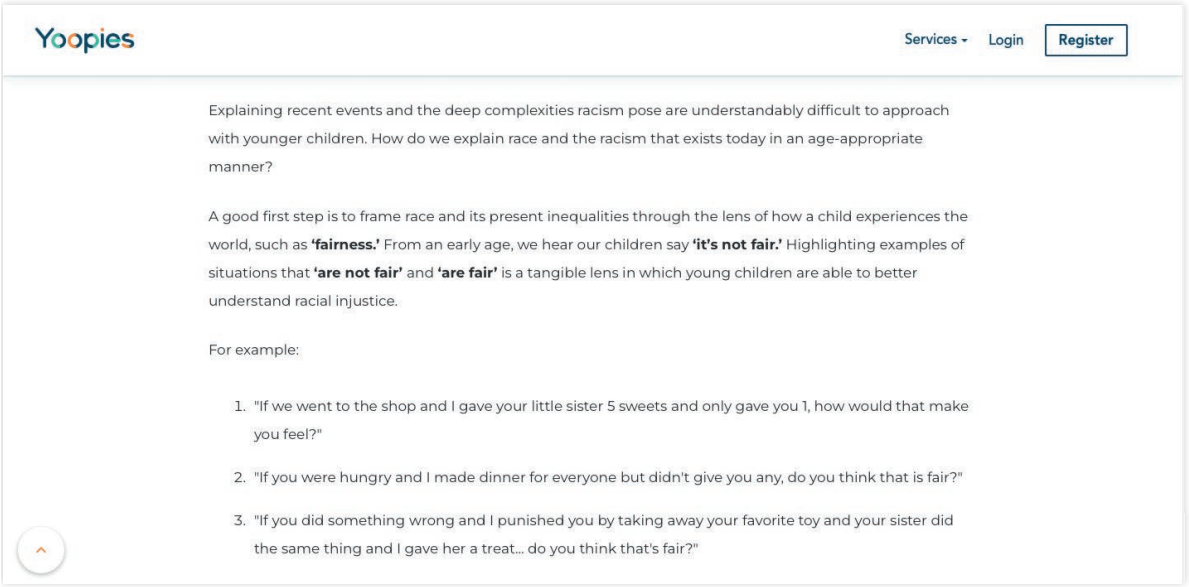
48. Tiney Co

https://assets.ctfassets.net/jnn9p19md0ig/4ntGEh21KNXyB9aLxq9gCY/61847fa97f563ba4d9b281cf89d8a8ef/Guide_Inclusive_Education.pdf



49. Yoopies UK Ltd

https://yoopies.co.uk/c/press-releases/blacklivesmatter



50. Young Black Teachers Network – N/A

APPENDIX TWO – INTERCONNECTIONS AND LEGITIMISING NETWORKS

Table D – Interconnections and Legitimising Networks

NAME OF 3PO	SCHOOL	SCITT	UNIVERSITY	OTHER LINKS – INCLUDING COUNCILS	SPONSOR/ ENDORSEMENTS
About Equality (Julia Edwards, freelance consultant)	-	-	-	Diverse Educators	-
ACEN	Y	-	University of Birmingham	Independent Association of Prep Schools (IAPS) – co-hosted 'Conscious Inclusion' education conference at British Library, 2022. Director is Dr Shola Apena Rogers who also lectures at Uni of Birmingham -specialism race, racism, trauma- based approaches.	Lord Simon Wooley, David Harewood OBE, Afua Hirsch are patrons.
AIELOC	Y	-	-	-	-
Alliance for Learning	-	Y	Leeds Beckett	Director Lisa Fathers . Association for Citizenship Teaching	-
Alternative Curriculum	-	-	-	-	-
Anna Freud Centre	-	-	-	BLAM	Pears Foundation, National Lottery.
ARISE	Y	-	-	HEP	-
Aspiring Heads	-	-	-	Former student is director at Mindful Equity. Endorsed by Youlanda Harrowell co-founder of Mindful Equity.	Fair Education Alliance (members include Stonewall, Bloomberg, Ark Academies & Ormiston Academies.
BAMEed	-	-	-	Teach First, Southwark Council, Flair	
BBC Bitesize	-	-	-	-	-
Birmingham Race Impact Group	-	-	-	-	
Black British Studies	-	-	-	Aviva	-
Black Cultural Archives	-	-	-	Worked with TFL, Sky, BFI, Home Office Cross Govt. Windrush Working Group (left on publication of Sewell Report)	Supporters include: Paul Hamlyn Foundation, Esmée Fairburn Foundation, Edelman, Bloomberg, JPM Morgan, Borough of Lambeth, Wellcome Trust, Idris Elba, Helen Hayes MP
The Black Curriculum	Y	-	-	Birmingham Council, Poetry Place in Manchester, Royal Opera House. HEP	-
The Black Nursery Manager	-	-	-	Councils: Bristol, Buckingham, Nottingham. Early Years Wales, Tapestry- The Foundation Stage Forum, Penguin Random House, Famly (early years platform), Reach Children's Hub.	-
Black Teachers Connect	-	-	-	-	-
Blackstory Partnership	-	-	-	Birmingham Council	-

NAME OF 3PO	SCHOOL	SCITT	UNIVERSITY	OTHER LINKS – INCLUDING COUNCILS	SPONSOR/ ENDORSEMENTS
BLAM	-	-	-	AQA exam board, Lambeth Council. Anna Freud, Show Racism the Red Card	Featured in Design Week & Independent. Winner of 2020 Black British Charity Group. Joran, National Lottery, Association of Mental Health Providers, Harry's (razor co.).
Brighton & Hove Educators of Colour Collaborative	-	-	-	Brighton & Hove Council	-
Centre for Race, Education & Decoloniality	-	Alliance for Learning (Leeds).	Leeds Beckett, Newcastle.	NEU, BAMEed, Show Racism the Red Card, , Universities Council for the Education of Teachers (UCET).	-
Collaborative Learning	-	-	-	-	-
The Collaboratory	-	-	-	-	Pearson, Transport for Wales, Barclays, Bank of England, BT Sport, BBA, CBI, Channel 4, Diabetes UK, DMA, Charity Commission, Edelman, Elba, EY, FLAIR, HS2, Linklaters, London Stock Exchange, Mastercard, Mayor of London, Tavistock & Portman Clinic, Tesco, Soil Association, You Gov, Virgin Money, Green Park.
Church of England Diocese Education Department	Y	-	-	Part of CoE's Board of Education which has regional diocesan school boards. CoE Board of Education worked with Institute of Educational and Social Equity and Aspiring Heads on the Leaders Like Us training course.	-
Diverse Educators		Alliance for Learning, Bluecoat SCITT, Nottinghamshire, Nottingham & Derby, Inspiring Leaders SCITT, Leicestershire Secondary SCITT, Oxfordshire Teacher Training, Wildern Partnership SCITT.	Leeds Beckett University, Brighton University School of Education, Cardiff Metropolitan School of Education, Goldsmith's Education Department, Institute of Education UCL, University of East Anglia PGCE.	Chartered College of Teaching, National Association of School-Based Teacher Trainers, Now Teach, Teach First, United Learning, UCET. In touch with grassroots organisations e.g. Black Men Teach, Pride & Progress, Disability Ed.	British Schools in the Middle East, Council of British International Schools, Education Collaborative for International Schools
Early Years Blacklist	-	-	-	-	-
Educational Equity Service	Y			Collective Ed, Inspiring Leaders Teacher Training, Mentor Ed, Sec Ed.	

NAME OF 3PO	SCHOOL	SCITT	UNIVERSITY	OTHER LINKS – INCLUDING COUNCILS	SPONSOR/ ENDORSEMENTS
Equaliteach	Y	-	-	Teach First.	Education Manager, Sheza A, has background in English as Secondary Language Teacher. She is openly committed to decolonising knowledge & understands 'the enduring global impact of colonialism.' Dr David Landon Cole is on the Advisory Board, he is also coordinator at the Association for the Study of Ethnicity & Nationalism, an established research centre based at the London School of Economics.
Every Future Foundation	Y	-	Goldsmiths University	Show Racism the Red Card	Black Lives Matter UK, Paul Hamlyn Foundation, UnLtd, Bayo.
Fig Tree International	-	-	-	British Council.	Guild of Freemen of the City of London, Breakthrough Coaching, European Coaching & Mentoring Council.
Flair Impact	Y	-	-	BAMEed	Marie Curie, KPMG, BY, Premier League, Hogan Lovells, EY, Wren Finchley, NHS Tavistock and Portman.
Global Dimension (education arm of Reboot the Future, PLC)	-	-	-	Platform for global education resources from e.g. Amnesty International, Anti-Slavery International.	Supported by Pearson.
Global Equity Collective (seems to be American based organisation)	-	-	-	-	-
Global Equality Collective	-	-	Co-founder Nic Ponsford studies and lectures at Leeds Beckett. Advisory Board member Hannah Wilson is co-founder of Diverse Educators	Association of International Schools in Africa, Council of International Schools, The Education Collaborative for International Schools, British Educational Training & Technology (BETT), Education Development Trust, FED, Flying High Trust, Independent Association of Prep Schools (IAPS), Institute of School Business Leadership, National Association of Headteachers (NAHT), National College of Education, Portsmouth City Council	-

NAME OF 3PO	SCHOOL	SCITT	UNIVERSITY	OTHER LINKS – INCLUDING COUNCILS	SPONSOR/ ENDORSEMENTS
Green Park	-	-	-	Sponsor & supporter of National Black History Month schools pack	The Collaboratory, Race Equality Matters. Association of Chief Executives of Voluntary Organisations, Joseph Rowntree Foundation, Crisis, 38 Degrees, UK Cyber Security Council, NACRO, Sustrans, Nest, Change Grow Live, TfL, Disasters Emergency Committee.
HEP	-	-	-	ARISE, NIA Academy, Leaps and Bounds. The Black Curriculum.	-
HFL Education	-	-	Director = Rachal MacFarlane, lecturer in Leadership & Learning at IoE, UCL	BESA	Tiney, Speakers at 2023 HFL conference on Race Equity: Time to Act include David Olusoga, Renni Eddo-Lodge and Jeffrey Boakye, all support key CRT beliefs.
Institute for Educational and Social Justice	Y	-	University of Greenwich (through founder Paul Miller who is Head of the School of Education)	Fig Tree International, UNESCO, Advance HE, DfE Diversity in Teaching round table, Chartered College of Teaching, Academy of Social Sciences, Higher Education Academy. Worked with CoE Education Board on Leaders Like Us training.	Google for Education, Institute of Leadership & Management, UK Register of Learning Providers (UKRLP)
Jigsaw	-	-	-	Boys in Mind, British Council, British Educational Suppliers Association (BESA), British Schools in the Middle East, Cornwall Association of Primary Heads	-
The Key	Y	-	-	-	-
Kids of Colour	-	-	University of Manchester (via founder)	Northern Police Monitoring Project	-
Kick It Out	-	-	-	Premier League, The Football Association, Professional Footballers' Association, Sky. 1 Trustee, Sanjay Bhandari is also trustee of The World Reimagined Ltd – art ed project about Transatlantic Slavery)	
Mindful Equity	-	-	-	Chartered College of Teaching. 1 co-founder, Youlanda Harrowell, endorses Aspiring Heads.	Dame Alison Peacock, Hannah Wilson (co-founder of Diverse Educators) , Toria Bonno (primary teacher, founder of twitter network #TinyVoiceTalks.

NAME OF 3PO	SCHOOL	SCITT	UNIVERSITY	OTHER LINKS – INCLUDING COUNCILS	SPONSOR/ ENDORSEMENTS
Race Equality Matters	-	-	-	Green Park, Lloyds, BT =partners for Race Equality Week, The Collaboratory.	British Telecom (BT), The Collaboratory, Auto Trader, HS2, Data & Marketing Association, Network Rail, Kick it Out, Edelman.
Recovered Histories	-	-	-	-	-
Show Racism the Red Card	-	-	-	BLAM	Every Future Foundation
Tell MAMA	-	-	-	-	Amber Rudd (former Home Secretary), Nigel Adams (former Under Secretary of State for Wales)
Tiney Co	-	-	-	CEO Brett Wigdortz OBE – founder of Teach First.	(Mainly childminding platform) Ofsted, featured in BBC, Grazia, The Times, Money Week, Evening Standard, Tech Crunch.
Yoopies UK Ltd. (parent = French company)	Childcare services platform.	But their Parents' Guide to Black Lives Matter = sent to several schools. V. American based in readings etc. https://raceconscious.org/2016/06/100-race-conscious-things-to-say-to-your-child-to-advance-racial-justice/			
Young Black Teachers' Network	-	-	-	Diverse Educators	Exists as Twitter account of 3,483 followers.

APPENDIX THREE – LIST OF SCHOOLS AND 3PO ASSOCIATIONS

Below is a list of 135 schools as found on the 3POs websites. They appear as endorsements or as clients with whom the 3PO has worked.

Maintained > Name of 3PO

1. Bolder Academy (London)	Every Future Foundation
2. Coldfall Primary School (London)	ARISE
3. Chipping Norton School	Equaliteach
4. Chiswick School (London)	Every Future Foundation
5. East Barnet School (London)	Institute of Educational and Social Equity
6. Elm Wood Primary (London)	Every Future Foundation
7. Glenbrook Primary School (London)	Every Future Foundation
8. Global Academy (London, University Technical College)	FLAIR
9. (The) Green School for Girls (Isleworth, London)	Every Future Foundation
10. Hallfield Primary School (London)	Equaliteach
11. Henry Maynard Primary School (London)	ARISE
12. Jennett's Park CoE Primary School (Berkshire)	The Key
13. Lilian Baylis Technology School (London)	Every Future Foundation
14. Oasis Academy, Shirley Park (London, Croydon)	Every Future Foundation
15. Queens Park Community School (London)	Every Future Foundation
16. St Edward's Catholic Junior School (Aylesbury)	Equaliteach
17. St James' CE Primary School (London)	ARISE
18. St Paul's School (London)	ACEN
19. Stoke Newington School & Sixth Form (London)	FLAIR
20. Trinity School Sevenoaks	The Key
21. Victoria Drive Primary (London)	Every Future Foundation
22. Walnut Tree Primary School (London)	Every Future Foundation
23. Whitgift Secondary (London, Croydon)	Every Future Foundation
24. Wren Academy Finchley (London)	FLAIR

Private > Name of 3PO

1. Alleyn's (London, ind)	Every Future Foundation
2. Ashville Harrogate (ind)	Every Future Foundation
3. Berkhamsted (Herts, ind)	FLAIR
4. Denstone College (Staffordshire, ind)	FLAIR
5. Dulwich College (ind – London)	ACEN, Every Future Foundation,
6. Dulwich International High School(ind)	AIELOC
7. Forest School (ind – London)	Every Future Foundation
8. Frances Holland School (ind – London)	ACEN
9. Haberdashers Boys School (Herts, ind)	FLAIR
10. Highgate School (ind – London)	ACEN, Every Future Foundation
11. Lawrence Sheriff School (Warwickshire, ind)	The Key
12. QEH Bristol (ind)	FLAIR
13. Sedbergh School (Cumbria, ind)	Every Future Foundation

Below are the schools grouped under Multi-Academy Trusts (MAT), Academy Trusts and Federations, and the 3PO with which each group is associated.

Aspire Academy Trust (Cornwall) > The Key

1. Biscovey Academy
2. Biscovey Nursery & Infants Academy
3. Breage CoE Primary School
4. Bude Primary Academy-Infants
5. Bude Primary Academy-Juniors
6. Bugle School
7. Connor Downs Academy
8. Coverack Primary School
9. Crowan Primary School
10. Cusgarne Primary School
11. Delabole Primary School
12. Grade-Ruan CoE Primary School
13. Indian Queens Primary School
14. Manaccan Primary School
15. Mawgan in Pydar Primary School
16. Mount Hawke Academy

17. Nansledan School
18. Nansloe Academy
19. Padstow School
20. Penryn Primary Academy
21. Probus Primary School
22. Sandy Hill Academy
23. Shortlanesend School
24. St Breok Primary School
25. St Keverne Primary School
26. St Mawes Primary School
27. St Minver School
28. St Stephen Churchtown Academy
29. St Uny CoE Primary Academy
30. Summercourt Academy
31. Tintagel Primary School
32. Tregolls Academy
33. Treverbyn Academy
34. Truro Learning Academy
35. Warbstow Primary Academy
36. Whitemoor Academy

Chiltern Teaching School Hub (works with 40+ schools) > Educational Equity Service

Diocese of Coventry MAT > Diocese of Coventry Education Dept.

1. All Saints Bedworth CoE Academy
2. All Saint's CoE Academy
3. Burton Green CoE Academy
4. Harris CoE Academy
5. Leamington Hastings CoE Academy
6. Leigh CoE Academy
7. Long Itchington CoE Academy
8. Queens CoE Academy
9. Salford Priors CoE Academy
10. St Bartholomew's CoE Academy
11. St James CoE Academy
12. St John's CoE Academy
13. St Laurence's CoE Academy
14. St Michael's CoE Academy
15. St Nicolas CoE Academy
16. St Oswald's CoE Academy
17. Southam St James CoE Academy
18. Stretton CoE Academy
19. Studley St Mary's CoE Academy)

Hearts Academy Trust > Educational Equity Services

1. Briscoe Primary and Nursery School
2. Hilltop Primary School
3. Hilltop Junior School
4. Stambridge Primary School
5. Waterman Primary School
6. Wickford CoE Primary School

Houlton CoE Education Trust (St Gabriel's CoE Academy) > Diocese of Coventry Education Dept.

Inspire Education Trust > Diocese of Coventry Education Dept.

1. Blue Coat CoE Schools
2. & Music College
3. Clifford Bridge Academy
4. Hearsall Community Academy
5. Stockingford Academy
6. Walsgrave CoE Academy
7. Whittle Academy

Kent Catholic School Partnership > The Key

1. More Park Catholic Primary
2. Our Lady of Hartley Catholic Primary
3. St Augustine's Catholic Primary, Hythe
4. St Augustine's Catholic Primary, Tunbridge Wells
5. St Edward's Catholic Primary
6. St Gregory's Catholic Primary
7. St Joseph's Catholic Primary, Aylesham
8. St Joseph's Catholic Primary, Broadstairs
9. St Joseph's Catholic Primary, Northfleet
10. St John's Catholic Primary
11. St Margaret Clitherow Primary
12. St Mary's Catholic Primary, Whitstable
13. St Mary's Catholic Primary, Deal
14. St Peter's Catholic Primary
15. St Simon's Roman Catholic Primary
16. St Teresa's Catholic Primary
17. St Thomas' Catholic Primary
18. Stella Maris Catholic Primary
19. The Holy Family Catholic Primary
20. St Anselm's Catholic School
21. St Edmund's Catholic School
22. St Gregory's Catholic School
23. St Simon Stock Catholic School
24. Ursuline College

The Stour Federation > Diocese of Coventry Education Dept.

1. Acorns Primary School Primary School
2. Brailles CoE Primary School
3. Kineton CoE Primary School
4. Shipston-on-Stour Primary School

DON'T DIVIDE US

Don't Divide Us is a grassroots campaign group set up in 2020 as a response to increasingly divisive interpretations of race, racism and anti-racism across our public institutions and cultural life. The starting point was an open letter signed by a broad range of individuals who thus became our founding signatories. Our aim is to ensure that a common-sense approach to issues on race is not drowned out in public life. Our recent campaigning focus, in response to parents and teachers who have contacted us with their concerns, is on the introduction of radical critical social justice/race ideology in schools and curriculum.

For press inquiries, interview requests, general information or educational outreach services, please email team@dontdivideus.com

https://dontdivideus.com/

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