



Report

Black Lives Matter

Angelika Love



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Black Lives Matter

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Foreword



Dialogue & Debate webinars from Cumberland Lodge explore pressing issues relating to social cohesion in the UK, and in July 2020 we hosted four discussions in a mini-series on the Black Lives Matter movement. Over the course of a fortnight, these webinars explored the implications of Black Lives Matter for policing, education, the arts and culture sector, and wider society.

These conversations with diverse guest panellists and a public audience online drew on several of our recent conferences and reports, including our cross-sector work on: *Race in Britain: Inequality, Identity & Belonging*; *Difficult Histories & Positive Identities*; *Resilient Communities*; and our ongoing work on policing and criminal justice matters.

Written by Dr Angelika Love, a recent Cumberland Lodge Scholar, this report summarises the key themes and ideas that arose from our Black Lives Matter mini-series. A list of our guest panellists can be found in the 'Guest Contributors' section on pages 13-21.

We hope that the following inspires people to build on the current momentum and devise new collaborations and practical initiatives to help address the systemic racial inequalities that persist in the UK.

A handwritten signature in blue ink that reads "Edmund Newell". The signature is written in a cursive style with a large initial 'E'.

Canon Dr Edmund Newell
Chief Executive, Cumberland Lodge

About the author



Dr Angelika Love is a social psychologist and social integration researcher, currently based in Germany. She recently completed her DPhil at the Oxford Centre for the Study of Intergroup Conflict, at the University of Oxford. She was a Cumberland Lodge Scholar from 2018 to 2020, and she hosts the social integration podcast series, *Angelika Love's Conversations*.

Angelika's doctoral research explored how relationships between groups change when the boundaries between 'ingroup' and 'outgroup' become increasingly blurred. She focused on the involvement of multi-ethnic individuals in intergroup processes, using social network analysis.

Prior to joining the University of Oxford, Angelika completed an MSc in Cross-Cultural Psychology at Osnabrück University in Germany, and obtained a first-class BA in Experimental Psychology from the University of Oxford.

Angelika contributes to the public discourse on social integration through a variety of collaborations with charities and policymakers.

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Introduction

Since the death of George Floyd in Minnesota in May 2020, issues associated with the Black Lives Matter movement have gained considerable momentum – not only in the United States, but around the world, not least in the United Kingdom. Nevertheless, discussions of race, inequality, and the legacy of historical injustices are competing for public and political attention with the effects of the COVID-19 pandemic. The pandemic is draining the resources of British organisations that are dedicated to facilitating public engagement with difficult histories and providing support to victims of racial discrimination; it also risks pushing race and inequality down the political agenda, overshadowing topics that are integral to strengthening the fabric of British society.

In July 2020, Cumberland Lodge hosted a four-part mini-series of webinars on the Black Lives Matter movement, as part of its regular Dialogue & Debate series. Building on the themes and recommendations from three recent cross-sector Cumberland Lodge reports – *Difficult Histories & Positive Identities*; *Race in Britain: Inequality, Identity & Belonging*; and *Resilient Communities* – these cross-sector panel discussions, with questions from the online audience, brought together a wide range of experts, including academics, teachers, faith leaders, senior police officers and policymakers. The webinars highlighted that matters of public health, economic prosperity and social cohesion – including racial justice – are inextricably intertwined. More significantly, the discussions focused on positive initiatives in education and policing that could translate anger, outrage and frustration into meaningful social change.

2 Race and justice

'We are reported out!' In some form or other, this sobering observation by Dr Suhraiya Jivraj, Reader in Law and Social Justice at the University of Kent, reverberated around all four webinars. Following the Macpherson Report (1999) and, more recently, the Lammy Review (2017), contributors felt that the political focus now needs to be on action – not a knee-jerk reaction to recent protests, but a considered enactment of recommendations from these and our other reports; and an urgent assessment of why so many previous recommendations have still not been implemented.

At the local level, many decision-makers remain oblivious to systemic injustices. In the opening webinar, on Race and Justice, Kerrin Wilson, Assistant Chief Constable for Lincolnshire, shared the example of local criminal justice boards that are still seemingly unaware of the diversity of people with whom they engage. This leaves them unable to understand how the many decisions made in the process of a person's journey through the criminal justice system can lead to cumulative disadvantage.

However, at the highest level of political decision-making, panellists argued, the evidence of systematic inequalities in outcomes for Black, Asian and minority-ethnic people, compared to majority group members, is well known. Human rights lawyer Dexter Dias QC called it 'gaslighting' when some national leaders suggest that institutional racism is more a matter of perception than reality. The panellists felt strongly that public statements that institutional racism is an 'unhelpful' term, should worry us deeply. Likewise, Dexter Dias argued that any attempts to pathologise victims of racial abuse and discrimination are profoundly counter-productive and should be condemned.

There was a feeling amongst panellists throughout the series that British conversations about race and inequality are ripe for reform. British society has shown itself to be remarkably nimble when it comes to changing public discourse around challenging topics – for example, mental health and misogyny.

Dr Suhraiya Jivraj suggested that maybe it is time for a shift in public discourse, akin to the #MeToo movement, where the starting point becomes 'believing People of Colour' when they say they have experienced institutional racism.

Dr Jivraj's challenge for parliamentarians and policymakers was to model an awareness of, and a grappling with contradictions, grey areas and ambiguities around issues of power and privilege. 'Show us that you can understand these contradictions in power, that some of us in British society have benefitted from our backgrounds and privilege over generations', Dr Jivraj argued. 'When discussing colonialism and its legacy, we need to talk not just about the suffering but also about those who benefited from it.'

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3 Teaching difficult histories

The second webinar in the series focused on the topic of difficult histories. It highlighted that the Black Lives Matter movement is reminding British institutions that how we engage with British history in arts, education, policing and politics has a significant bearing on how we confront the distribution of power across society. One of the main themes of this webinar was how the school curriculum ought to engage young people with issues of race and inequality and make history lessons, in particular, more relevant and inclusive.

The classroom is a space that can provide children of Black, Asian and minority ethnic backgrounds with the opportunity to have a voice, to debate, discuss and become experts on their own communities. ‘What is our history curriculum for’, asked history teacher Zaiba Patel, one of the guest panellists, ‘if we are not equipping children to have these important discussions?’ Nevertheless, the centre of authority in classroom discussions on race, inequality and the legacies of colonialism and slavery often does not lie with those who personally experience disadvantage. This deprives minority ethnic students of one of the core tenets of history education, which Zaiba Patel noted has previously been summarised by University of Cambridge history education specialist Christine Counsell: ‘Children should learn not that they are the centre of the world but that they have a place within it.’

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One of the key points made in this discussion was that, in order to facilitate difficult conversations on challenging aspects of British history – including migration or the legacies of empire – teachers need to be empowered through adequate training. Existing models of training on how to teach the Holocaust could

provide a pertinent template for supporting teachers to facilitate a productive engagement with British history in the classroom that does justice to the diversity of British society today.

Zaiba Patel stressed that particular attention should be paid to equipping teachers with the knowledge and skills required to teach less familiar aspects of the history curriculum for example, African History, which is already offered by some examination boards. She highlighted EqualiTeach as an initiative that can provide teachers with useful additional support on making small changes that can have a large impact, for example around moving from language that contrasts ‘us’ and ‘them’ to a more inclusive narrative.

In addition, to supplement the history curriculum, teachers and students might consider making use of local initiatives like the ‘Uncomfortable Oxford’ guided tours, which centre on issues of empire, racial inequality and other forms of discrimination and encourage young people to think and have informed discussions about their local communities. Olivia Wyatt, a researcher from the Young Historians Project, highlighted the strong potential for this kind of approach to deepen young Britons’ engagement with history. She said: ‘Young people have always been interested in history; it’s just not the history that is presented to us in the classroom.’

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Related to the teaching of history at school is the question of who is going to be researching and writing about history in the next generation – and therefore, who is going to be providing the basis for British schools’ history curricula. Olivia Wyatt and Dr Christienna Fryar, Lecturer in Black History at Goldsmiths University, highlighted the need to look beyond academia. They argued that, to diversify the teaching of history, it is worth turning to oral history projects and involving people who can

contribute their own lived experience in a relatable and engaging way that allows students to identify with what has come before.

A dearth of Black academic historians and the dominance of Eurocentric perspectives on history have meant that community historians have taken it upon themselves to study Black British history outside of mainstream education. For decades, Black British children have attended community-led Saturday schools to learn the history that nobody else would teach them. 'Doing Black British history ethically', noted Dr Fryar, 'requires dialogue with local communities and with those community historians.'

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What was described by contributors to the webinars as the history curriculum's fairly 'celebratory' perspective on Britain does a disservice to all pupils – irrespective of their background. Zaiba Patel noted that a history curriculum that focuses on the UK alone is no guarantee for an inclusive national identity. Instead, a more global history curriculum that equips citizens to understand where we find ourselves today – as a nation in the world – will be more meaningful to students. A key argument to emerge from this discussion was that making more space for history in the curriculum, and engaging a wider range of voices and perspectives in the teaching of history, are both essential for helping citizens to understand both the past and their place in the present.

Critically, engaging with British history in a citizenship-focused way is not only a matter for history teachers and academics; it also challenges institutions like museums to consider how they make 'difficult' history visible. Dr Tristram Hunt, Director of the Victoria & Albert Museum in London, highlighted the need to consider how museums can work for diverse communities within modern Britain. He further stressed that, 'We have to recognise that we have a role – as teachers, academics,

museums – to retain integrity within public debate and not to leave the space to populists claiming histories to be fake.'

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The discussion highlighted that it is incumbent on all who teach history, and who seek to engage the next generation with difficult histories, to recognise that the histories of slavery and empire, for example, are not so distant. As Dr Fryar highlighted, 'Past events have effects that are resonant in contemporary society. All histories are difficult. There is just one history.'

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4

Policing and the community

Much of the national and global conversation advanced by the Black Lives Matter movement has centred on policing and the criminal justice system. Undoubtedly, many police officers in the UK joined the service wanting to make a positive difference to communities. The third webinar in this webinar series focused on policing. Dr Alison Heydari, a Commander in the Metropolitan Police in London, stressed that the service welcomes and encourages the scrutiny that has resulted from Black Lives Matter protests. She highlighted the high expectations that police services in the UK now have around codes of ethics, values, and the fair and robust management of behaviour.

However, these good intentions do not always translate into productive and positive community relations. Fellow panellist Dr Rosemarie Mallet, Archdeacon of Croydon, noted that, compared to a decade ago, police officers are not getting to know their communities well enough, and often fail, to build transparent, honest relationships of respect. When relationships between the police and local communities are characterised by respect, policing practices that might be necessary but are often seen as corrosive (like Stop and Search) can be transformed.

Dr Mallet called for 'Stop-Relate-Search' or, in other words, for the police to treat Black people with dignity and respect, and to take the time to get to know them. She argued that, too often, young people feel that the police present themselves only in moments of crisis and chaos, with little more than 'sticking-plaster solutions.' She relayed that young people want to be known by name and know their local police officers by name, to build relationships centred on respect and understanding.

Dr Mallet's argument that 'you can't police by force' was echoed by the barrister and journalist Hashi Mohamed, who called for more 'policing by consent'. He stressed how important it is to recognise that, while the police are ostensibly there to protect and serve communities, Black people often report that they feel the police are instead more focused on law enforcement.

Where relations between Black British communities and the police are fraught, and amidst the Black Lives Matter movement, fresh accusations of institutional racism have been levelled at the police, among other institutions. Similar accusations were raised in the Macpherson Report in 1999, and they were echoed again by several of the contributors to this Dialogue & Debate series.

According to guest panellist Leroy Logan, a former Superintendent in the Metropolitan Police and Chair of Trustees at Voyage Youth, a lack of independent oversight and accountability – aggravated by the dissolution of the Stephen Lawrence Steering Group that had been holding Chief Constables to account over the recommendations from the Macpherson Report – has encouraged a hardening of attitudes in the police service. Logan outlined how a disproportionate number of Black police officers in Superintendent ranks are being subject to disciplinary inquiries, and how Black police officers are three to four times more likely than White officers to leave their police force within their first two years of service. These facts, he argued, reflected a hostile environment towards Black British people within police services.



Nevertheless, Hashi Mohammed cautioned that it is time to move away from using institutional racism as an 'off-the-shelf' response to racial inequality in crime and justice, towards offering real solutions. Considering that both the Macpherson Report and the more recent Lammy Review included tangible policy recommendations, Rosemarie Mallet echoed Dr Suhraiya

Jivraj's earlier remarks about a lack of concrete action, stressing that 'people are getting tired of consultations.' She urged police officers to be clear about their action-oriented intent when, as will inevitably be the case, further consultations take place. 'I need to hear the change that you want to be. Then you can get communities to work with you. But don't just come to say you are listening; we have had loads of listening.'

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Initiatives taken by the Metropolitan Police and other forces to consult local communities on how the police could meaningfully engage with them should be mindful of the need to 'own', as Hashi Mohammed put it, the legacy of the British police service. Hashi Mohammed went on to argue that police services need to acknowledge the fact that Black communities have often felt that, when it comes to solving crime, a Black life is worth less to British institutions than a White life. Otherwise, he argued, the partnership approach pursued by police services will stand little chance of succeeding.



5 Concluding reflections

The Black Lives Matter movement has put the issue of race back onto the agenda – an issue that was perhaps superseded by 9/11 and has since been overshadowed by concerns about security and radicalisation. In the UK, the debate on race and justice is going to be different from the debate unfolding in the USA. As Sunder Katwala, Director of British Future, cautioned when summarising the issues raised throughout this series of webinars, 'We need to work out what the debate is that we want to have here – about our institutions and systems.' A debate set on American terms, and a debate that settles on symbols, is unlikely to be fruitful.

The Black Lives Matter movement has shone a spotlight on representation, not only in policing or in how we engage with history, but also when it comes to the inclusion and participation of minority ethnic individuals in companies and political institutions. As Sunder Katwala highlighted, until 2010, no Asian British woman had ever been voted into Parliament, and one third of FTSE 100 companies still had all-White boards, in a country where one in six citizens are not White.

And yet, focusing on representation alone shifts attention away from more uncomfortable questions. Wilf Sullivan, Race Equality Officer at the Trades Union Congress, made a point that has repeatedly featured in Cumberland Lodge discussions about race and equality: that it is time for us to begin to think of racism as a system, not simply as a collection of individuals' experiences and opportunities. In response to the Black Lives Matter movement, many institutions have been quick to revert to 'box-ticking' and quotas for representation, without talking about what they are going to do about their institutional cultures.

'People in leadership positions need to understand', Wilf Sullivan stressed, 'that they need to fundamentally change how relations in their institutions are structured, how their institutions work. Not enough Black people on Boards is not the fundamental problem; the problem is the institution

itself – and that’s why Black people aren’t on Boards.’ He called for Black people to demand not only equal opportunities but also positive action to redress past and present inequalities; actions, he stressed, that would give people in Black British communities the opportunity to use skills they already have but are stereotyped as lacking. ‘Companies’, he argued, ‘have to stop pretending there are not the right Black, Asian and minority ethnic people for the leadership jobs.’

While systemic change is paramount, Sunder Katwala also called for a commitment to very specific, concrete action: ‘What is the timetable of commitments you will bring about this year?’ he challenged leaders across all institutions, commercial and public alike. Big symbolic change – like committing to having no all-White boardrooms by the end of the year, across companies, arts and culture institutions, charities, the NHS and public sector bodies – could be the starting-point. And while such grand symbolic actions will never be enough in and of themselves, the panellists agreed that it is time every institution publicly recognised that they are operating within a diverse country and began to set the stage for longer-term action.

An overarching theme emerging from these wide-reaching discussions was that, across institutions – be it in educational settings, police services or government – we need to recognise that creating a more inclusive and equal society is an ongoing process, without a finite endpoint. Concluding the Black Lives Matter series, Cumberland Lodge scholar Heather Hatton challenged all leaders to adhere to the principle famously set out by American poet and civil rights activist Maya Angelou: ‘Do the best you can until you know better. Then when you know better, do better.’



Guest contributors



Dexter Dias QC

Dexter Dias QC specialises in human rights and has conducted high-profile cases internationally on freedom of expression, female genital mutilation (FGM), terrorism, crimes against humanity, murder and genocide.

He is a Visiting Researcher at Cambridge, previously a Visiting Fellow at Harvard, Special Adviser on human rights to UNICEF, Chair of the Global Campaign to End FGM, and author of the bestselling *The Ten Types of Human*, which examines his interest in the interface between human rights and human psychology.

Dexter was instrumental in changing the law to provide better safeguarding around FGM, and works pro bono with survivors of child slavery, trafficking in people and gender-based violence around the world and is advising the UN on a global social justice initiative to advance Sustainable Developmental Goal 5 on Gender Equality.



Dr Christienna Fryar

Dr Christienna Fryar is a lecturer in Black British History at Goldsmiths, University of London and a historian of modern Britain, the British Empire, and the Modern Caribbean, focusing on Britain’s centuries-long imperial and especially post-emancipation entanglements with the Caribbean.

Her work embeds modern British history within the fields of comparative slavery and emancipation studies.



Heather Hatton

Heather is a second-year PhD student in the History Department of University of Hull. She joined us as a Cumberland Lodge Scholar for two years, in September 2019.

Her doctoral research 'Bridging the Divide: The Language of Diplomacy in Early America 1701-1774' focuses on the nature of intercultural diplomacy and communication between the British and the Iroquois during the 18th century. Heather's thesis aims to address the interpretative imbalance stemming from alphabetic text being considered superior to, and privileged over, other forms of communication. Reading treaty documents against the grain, and as evidence of multicultural negotiation, she aims to demonstrate the centrality of symbolic, material and performative forms of communication to diplomatic interactions between Native and non-Native peoples.

Her research illustrates how European and indigenous cultures, which have often been perceived as being radically different from one another, had many similar elements of language, which permitted cross-cultural understanding.



Commander Dr Alison Heydari

Alison joined Hampshire Constabulary at the end of 2000. As a student officer she successfully applied for the Home Office Accelerated Promotion Scheme for Graduates and was promoted to Sergeant with just over two years of service.

In 2009, Alison took up the post of Chief Inspector District Commander of Portsmouth South. A year later, she passed the assessment process for the John Jay Exchange. She spent six months teaching undergraduate and Master's students Comparative Policing Systems at the John Jay College of Criminal Justice in New York. On return from America, Alison was offered a District Command role in Havant and Waterlooville.

In January 2016, Alison became Superintendent Commander of Southampton, and in January 2019, she moved on to become the Force's Response and Patrol Superintendent, responsible for officers across the county who respond to Grade 1 and 2 calls.

Alison joined the Metropolitan Police Service in June 2020 as a Frontline Policing Commander with additional London-wide responsibility for neighbourhood policing.



Dr Tristram Hunt

Dr Tristram Hunt is the Director of the Victoria & Albert Museum – a world-leading museum of art, design and performance, in London. Tristram's work in this role has focused on support for design education in UK schools, expansion of the photography department, and encouraging debate around the museum's global collections.

In the coming years, Tristram's priorities are centred around the transition to a multi-site museum, with V&A Dundee, the redesign of the Museum of Childhood, and the development of a new museum and Collections and Research Centre in Stratford, East London.

Prior to joining the V&A, Tristram was MP for Stoke-on-Trent Central and Shadow Secretary of State for Education. He has a PhD from the University of Cambridge and is the author of several books, including *Marx's General*, *Ten Cities That Made an Empire* and, most recently, *The Lives of The Objects* – telling the story of the South Kensington collection.



Dr Suhraiya Jivraj

Dr Suhraiya Jivraj is a Reader in Law and Social Justice at Kent Law School, University of Kent. Her work draws on and contributes to feminist critical race and religion theories and decolonial studies to explore contemporary socio-legal problematics in the fields of law and religion, equalities, anti-discrimination/human rights and Islamic family law.

She is Director of the Research Centre on Sexuality, Race & Gender Justice and lead Co-ordinator of the Decolonizing Sexualities Network (DSN) - a transnational collective of scholars and civil society activists working across issues of race, religion, sexuality and gender.

Suhraiya is also lead facilitator of the Decolonising the Curriculum Project at the University of Kent, in which she worked with students to produce a Manifest of Recommendations and a co-authored book entitled *Towards Decolonising The University: A Kaleidoscope for Empowered Action* (September 2020).



Sunder Katwala

Sunder Katwala has previously worked as a leader writer and internet editor at *The Observer*, as research director of the Foreign Policy Centre, a commissioning editor at both Macmillan and at the Fabian Society, where he was General Secretary from 2003 to 2011.

He now leads British Future's work as a think tank engaging people's hopes and fears about immigration, integration and identity, seeking to build a broad consensus among the public and opinion-formers for reforms that work for everyone. The organisation's long-term aim is a country where we are no longer 'Them and Us' but rather a confident and welcoming Britain, inclusive and fair to all.



Leroy Logan MBE

Leroy Logan MBE served 30 years in the Metropolitan Police. During the second half of his career he was the founder of the Black Police Association Charitable Trust, which is now known as Voyage Youth and he is still the Chair since retiring in 2013.

Leroy is a highly decorated and one of the most well-known black police officers. He is also a well-regarded public commentator and opinion former on the policing of young people and minority ethnic communities. He fundamentally believes that there is still much work to do in creating a more equitable and fairer criminal justice system, which works in a trauma-informed way with greatly reduced system failures.

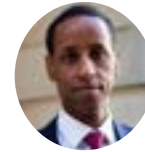


The Reverend Canon Dr Rosemarie Mallet

For over a decade, Dr Rosemarie Mallet served as vicar to a multi-ethnic, inner-city church in South London. She also served as chair of the board of governors for local church schools around Brixton, South London, and as Director of the Department of Justice, Peace & the Integrity of Creation, for the Diocese of Southwark. She currently serves as a Lambeth Equalities Commissioner and chairs a Brixton-based community charity engaged in building social cohesion.

Prior to ordination, Rosemarie worked in community and international development as a sociologist. Through community and church engagement, and an interest in faith in the public realm, she moved from a career in academia to the ordained ministry.

Rosemarie has lived in the UK for most of her life, after leaving Barbados as a child. As an adult, she has lived in West and East Africa, as well as Barbados, for substantial periods of time.

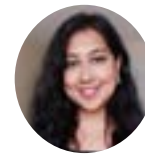


Hashi Mohamed

Hashi Mohamed is a barrister and broadcaster based in London, England. He is a contributor to the *Guardian*, *The Times* and *Prospect* and has explored class and mobility for the BBC.

He came to Britain aged nine, as an unaccompanied child refugee. He attended some of Britain's worst schools and was raised exclusively on state benefits. Yet today he is a successful barrister, with an Oxford degree.

In his debut book *People Like Us*, Hashi explores what his own experience can tell us about social mobility in Britain today. Far from showing that anything is possible, he concludes that his story is far from typical: our country is still riven with deep divisions that block children from deprived backgrounds from accessing the advantages that are handed to others from birth.



Zaiba Patel

Zaiba is a History teacher at a large, diverse state secondary school in Oxford. She has been teaching for three years, during which time she has sought to make her curriculum diverse and meaningful for students. Currently, alongside her teaching, she is completing a Master's in Learning and Teaching at the University of Oxford. Her work focuses on race and belonging in the history curriculum.

Zaiba is an alumni of University of Liverpool and Runnymede Trust's Beacon Teacher fellowship on teaching British migration and empire. She was a guest on the Virtually Teachers podcast discussing decolonising the history curriculum.

Zaiba appeared on a Sky News broadcast on teaching black history. She has also contributed to the Historical Association's quarterly publication, *Teaching History*, in which she wrote about teaching World War 2 from a more global perspective, drawing on the work of the historian, Yasmin Khan.



Wilf Sullivan

Wilf Sullivan is the Trades Union Congress (TUC) Race Equality Officer. He previously worked in local government with young people involved with the criminal justice system for ten years, and as a Principal Personnel Officer, dealing with recruitment and equal opportunities monitoring.

He was appointed by NALGO (now UNISON) as a regional officer in 1990 and spent ten years organising and representing union members in health, local government and higher education. He worked as UNISON's National Black Members Officer from 2000, before moving to the TUC.

He is actively involved in race equality policy matters, both inside and outside of the trade union movement. He is a member of the Government's Ethnic Minority Employment Stakeholders Group, is Vice-Chair of the UK Race and Europe Network, is a co-opted Executive Board member of the European Network Against Racism. He sits on several race equality academic advisory boards.



Assistant Chief Constable Kerrin Wilson

Kerrin was appointed Assistant Chief Constable of Lincolnshire Police in July 2018, having previously been Head of Cleveland & Durham (Police) Special Operations Unit.

Kerrin has 25 years of service with four north east Forces, starting with Northumbria Police in 1992 and the bulk of this was with Cleveland Constabulary, before she moved to North Yorkshire Police on promotion to Chief Inspector and then joined Durham Constabulary in 2013 as a Superintendent.

Kerrin has worked in a wide variety of disciplines during her career, from operational uniform to CID and specialist roles. This has included Head of Tasking & Co-ordinating Command (Media, Resourcing, Intelligence, Research & Analysis, Control Rooms); Safeguarding; Volume Crime; Diversity Unit; Local Area Command; Neighbourhood Policing and serving on secondment to the Foreign & Commonwealth Office as the Director for Training the Iraqi Police based in Baghdad.



Olivia Wyatt

Olivia Wyatt is a third-year undergraduate student at the University of York, whose research focuses on Black British history in Leeds. She is a volunteer at the Young Historians Project - a non-profit organisation which trains young Black historians and works with schools to teach aspects of their project, 'A Hidden History: African Women and the British Health Service, c.1910-2000'.

She is also the co-founder of From Margins to Centre?, an undergraduate conference on marginalised histories - the first opportunity for undergraduate students across Britain to present papers on the intersectional histories of the LGBT+ community, disability, women, and Black and Asian people.

In her position as Volunteer Researcher at Harewood House Trust, she researches the Lascelles' connections to the Caribbean (1648-1975) and works with the team to explore how these histories can be represented in the museum's displays.

In 2020, she worked as a summer research intern with BBC Radio 4's *You're Dead To Me*, where she worked alongside public historian Greg Jenner, learning how to make histories accessible.

Cumberland Lodge empowers people to tackle the causes and effects of social division.

Since 1947, we have been breaking down silo thinking and building interdisciplinary, cross-sector networks that make a difference. We are an incubator of fresh ideas that promotes progress towards more peaceful, open and inclusive societies.

We actively involve young people in all aspects of our work, and our educational programmes nurture their potential as future leaders and change-makers.

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