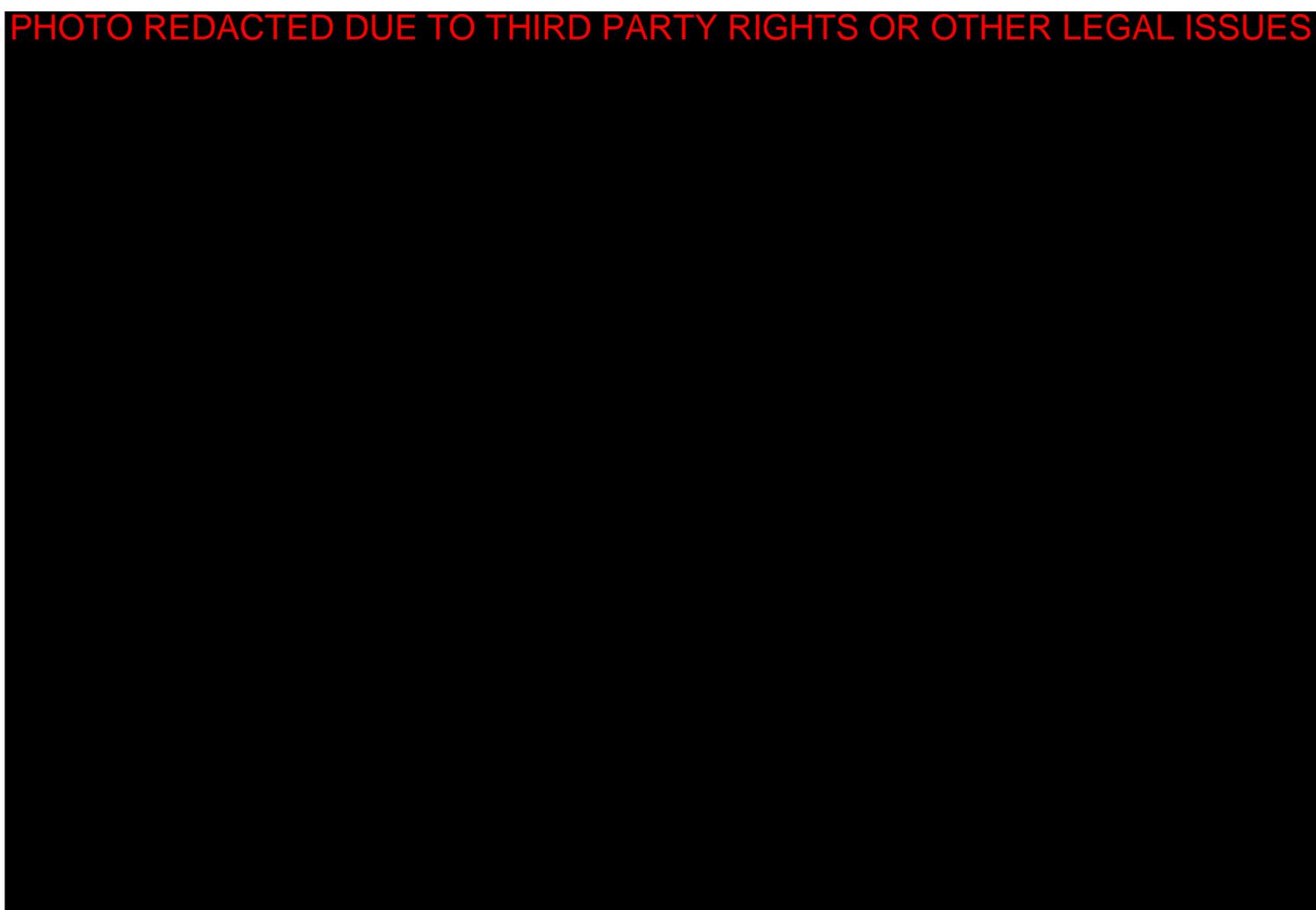


**London Schools and the Black Child VI**  
Educational Opportunity For All—  
Without Exclusion

2009 Post Conference Summary Report

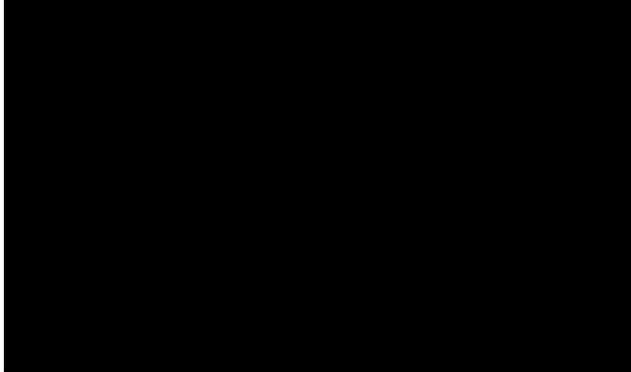
PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



# Introduction

## Diane Abbott MP

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



At the first conference in 2002 we did a survey of the over 1, 500 people that came to the conference to ask about their views on the education system. Top of people's concerns was exclusions. And quite right to be concerned because when the then Department for Education and Skills produced a report on the issue they found that for black communities, exclusions are to education what stop and search is to criminal justice. In other words, exclusion signifies the institutional treatment that our children receive in the education system.

African Caribbean children are three times more likely to be excluded from school than White children. Some people might say it is because they are less well behaved, or because of their class background. But even if you allow for issues like Special Educational Needs and the numbers of children on free school meals, African Caribbean children are still 2.6 times more likely to be excluded from school than White children. That is an extraordinary gap.

What is the price of this high level of exclusions? On average, each of these pupils will be one third less likely to five A\* - C at GCSE, more likely to be unemployed, more likely to earn less over their lifetime, more likely to smoke, drink and take drugs, and more likely to commit crime, commit serious crime and

to re-offend. The exclusion of our children is not just a one time experience. The exclusion of our children can be a lifetime sentence.

The report on black exclusions done for the Department for Education and Skills in 2007 points out that the Department has a legal duty to eliminate such discrimination under the Race Relations Amendment Act. The report points to two main reasons why the level of exclusions of black boys is so high: that race equality has marginal status in too many schools; and that there is an assumption amongst too many educationalists that universal policies – that is policies targeted at exclusions in general – will deliver equal outcomes for all ethnic groups. But as we know in all aspects of educational policy, our experiences both as parents and as members of the community, universal policies tragically do not deliver equal outcomes.

The 2009 conference has been about focusing on what we can do, being aware of the figures, knowing what works, knowing the context in which it is happening. We want to move forward on what we can do to bring down this level of exclusions and ensure that all our children get the education that they deserve.

# Conference Programme

Chair: Diane Abbott MP

10.00—11.30	<b>Opening Plenary</b>	
	Diane Abbott MP	Welcome and Introduction
	Derrick Anderson	Chief Executive of Lambeth Council
	Baroness Morgan	Parliamentary Under- Secretary of State for Schools
	Shardae Smith	Winner of the LSBC Outstanding Achievement in Higher Education award 2008
	Boris Johnson	Mayor of London
	Rosemary Campbell- Stephens	London Centre for Leadership in Learning
11.30—1.00	<b>WORKSHOPS</b>	
1.00—2.00	<b>LUNCH</b>	
2.00—3.00	<b>Afternoon Plenary</b>	
	Steven K Amos	Comedian
	REACH role models	Introduction to the role models
	Professor Heidi Mirza	Institute of Education
	Jocelyn Jee Esien	BBC comedy star of “Little Miss Jocelyn”
3.00—4.30	<b>WORKSHOPS</b>	
4.30—5.00	<b>Closing Plenary</b>	

# Morning Plenary

Derrick Anderson

Chief Executive of Lambeth Council

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Lambeth is a very interesting place. It is what is known as an iconic Borough in the Government Office. And that is because if anything is likely to go wrong in London, it is probably going to go wrong in Lambeth. Many parents have brought their children into Lambeth to forget their past and create their future. There is substantial diversity. There are 153 different languages spoken in our primary schools. Over the last ten years we have succeeded in bucking the trend nationally in terms of performance. In Lambeth African children lead the way in obtaining the highest achievements. I am convinced that whilst creating the conditions for achievement is the responsibility of the Local Authority, the success locally has been very much due to the sort of passion and energy that our Ethnic Minority Achievement team has put in alongside the standards team. What they have done is created a focus which has provided scope for research, experimentation, targeted interventions in schools where the performance data says there are real issues and challenges and help needs to be given.

Innovation is a real key to success. We have been learning not just from our local experiments but from national pilots, learning what works. And the results are telling in themselves. Over the last decade we have had a 23% improvement against a national average of 7%. What is it that we have been doing that has made a difference and could make a difference in your schools? First of all we have tried to keep

our young people in education as much as possible. For example our Fair Access Protocol which has been developed locally ensures that even those that have to be in a Pupil Referral Units or in school settings outside the mainstream, they receive quality targeted support which helps them either move on in terms in of their attainment or move back into the mainstream. And where we look to invest, for example in the Building Schools for the Future programme, the first schools we look at improving are the Pupil Referral Units so that they are in first class facilities rather than in shabby huts.

There are also lessons from the mainstream that we can reflect on. The first key is to have a properly resourced and competent advisory service that understands the different challenges of the diversity of Lambeth and London. A really strong data monitoring and performance reporting. Not just to the head teachers but to the governors and parents as well. Suitably resourced school improvement teams. In addition to support for mother tongue we need strong English language support. Crucially we need a diverse teaching workforce. Pupils have to be able to relate to the people who are imparting the knowledge.

Crucially in Lambeth too we are creating a lot of community interest in the school, and pupil interest in the community around them so that we get the notion of the individual in the family of the community and they feel supported. Then of course there have to be a range of techniques that serve to build self esteem amongst the young people, for example mentoring and coaching. The most significant thing has got to be strong leadership from the top, not just on the school level but political level and managerial level. A good start in life requires a good educational platform so it comes as no surprise that we invest heavily in education in order to sustain the rate of improvement.

## Baroness Morgan Parliamentary Under-Secretary of State for Children, Schools and Families

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

I believe the Department for Children, Schools and Families has learnt from the 2007 report on school exclusions and is moving away from the universal approach. We have moved onto some very specific and targeted work which we see as a real foundation which will give us the results we are looking for in terms of removing the disparity in school exclusions. We know that the achievement levels of those who are excluded are low. And there is evidence to suggest that they are more likely to get into trouble with the authorities later in life. If we want to do better for these young people and get them back on track, we must get involved in their lives at a much earlier stage. Children who have been excluded from the classroom are likely to grow into adults who are excluded from wider society. Like the ladder to the White House. If the first essential rungs are missing, your journey can stop before it has even begun.

There can be a number of factors leading to a child's exclusion from school just as there are many factors leading to success. Finding out what they are and doing something to change them is, I believe essential. The ladder to the White House has many steps and no-one gets to the top on their own. Barack Obama is the product of a supportive family, good schools and many other factors working in his favour. Thinking about that on a down to earth level: how many people does it take to keep one child in school? It takes parents who are enthusiastic and interested in their child's education, it takes teachers who can recognise their talent and ability, it takes a head teacher who gives a school its characteristics and drives forward its

performance. It takes role models who enable young people to feel that they too can achieve. And mentors to show them how.

We are working closely with the Teaching Development Agency to ensure people from minority ethnic communities join the teaching profession and reach the heights. A school's teachers should reflect the community they serve.

In 2005 we asked a former head teacher Alan Steer to investigate school behaviour and discipline. His latest report looked at School Behaviour Partnerships. Sir Alan found that the most effective schools identified children with challenging behaviour early on and helped them access the right support from the right people early on. These schools looked at children's schools in the round. The behaviour in the classroom is often a symptom of some deeper rooted problem, which simple school exclusion does nothing to tackle.

Partnership is the key to breaking the cycle of failure. Partnership with parents, with other schools, with authorities such as the police or social workers and with local communities. 98% of secondary schools are members of partnerships to improve behaviour and tackle persistent absence. The Government intends to introduce a measure which will require all secondary schools to work in partnerships and this will provide an opportunity to re-emphasise the importance of reducing disproportionate black-Caribbean and mixed Caribbean and white exclusions.

We believe very strongly that we do have to have targeted interventions and that is where these partnerships will be so important. We must be crystal clear about our aspirations for Black pupils. Our actions must not be based on levelling up Black children's achievements based on national averages but we must develop Black Children's talents to the fullest extent possible, no mean average, the fullest extent possible.

## Shardae Smith, Winner of the LSBC Outstanding Achievement in Higher Education Award 2008

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Attending the LSBC awards ceremony was an amazing experience. From conversing with Baroness Scotland and Tim Campbell, to meeting other young Black people that had achieved academically. As I sat and heard Sir Trevor McDonald and Lenny Henry congratulating us on our achievement, I had disbelief and shock at winning the top prize. My university soon contacted me about doing an interview for the newspaper and I received recognition from students and lecturers. I was asked to attend the Black History event at City Hall and sit on a panel with Miss Dynamite, Amil Amin and Alex Pascal. There I shared my experience with secondary school pupils. One young lady came up to me afterwards and said "Because of you, I now want to go to university." That for me was one of the reasons for my achievement, that somebody else can be inspired.

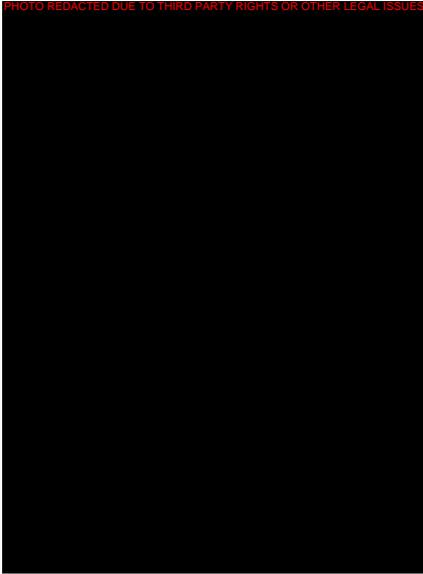
As a young person I wrestled with a low self image and a lack of confidence in my ability. In secondary school I struggled to relate to other pupils and the teachers, being one of only five Black faces at the school. I found it hard to relate and often questioned why I was there. College presented me a whole other set of challenges – balancing a social life and work. At University I struggled and soon began to dislike university and my course. I failed my first year miserably. But I picked myself up and with the help of my parents got myself together and started

attending a course at Queen Mary's University to study Mathematics and Statistics with Finance. All was smooth sailing until my final year, I faced personal challenges. I was diagnosed with an overactive thyroid gland just before my final exams and experienced severe side effects from the medication during my first three exams. With all this I somehow graduated with a First Class degree in June 2008.

So how did I do this? How did I overcome these challenges that so many other young people face? It was a process which I can attribute to a selection of positive influential people in my life. People who had told me that I can do better and that I have potential. I have been blessed with amazing parents who have constantly supported me, even when I have failed. Because of them I understand who I am and understand my worth as a young woman. In secondary school I was taught the skill of setting goals for myself and working out ways of getting to those goals. This has remained with me, even when I have tripped up. I knew my goals. I began to see myself as my own competition.

So what can I, or we, do to make a difference in the lives of these young people who have been excluded? Firstly, we need to take responsibility. It starts with us as individuals. Make ourselves available to those who need help. Share our stories of failure and triumph. Let's be quick to praise and encourage rather than tear down and reprimand. My teachers made a significant difference in the way I viewed my ability and potential. Let's equip our young people with skills such as goal-setting. Let's not only highlight the role models we have but let's be role models ourselves. As a famous book quotes, "As iron sharpens iron, so one man sharpens another." Let's sharpen our young people with our words of encouragement, praise and knowledge and see them experience educational opportunity without exclusion.

## Boris Johnson Mayor of London



I know that we all attend the LSBC conference because we care passionately about education and about our children. I believe we are in a new era of hope. Above all Barack Obama stands for and he incarnates an idea that I think is going to transform our world. That is that there can be, and there must be, no limits to the achievements of any of our children from any community.

I want to congratulate Diane Abbott and the organisers of this conference on your achievements and what you are doing here which I will support for as long as I am lucky enough to be Mayor of London. We are determined – parents, teachers, Councils, City Hall – to take responsibility for our children and their success. And that is why I think it is vital that we recruit more teachers from the Black community, and more male teachers. I think the incredible trick a good teacher can turn with a child's mind, the switch that they can throw that persuades a child to impress a good teacher and to take joy in learning. We all know how important and essential it is that we inspire kids to stay in school and to prevent them from being sucked into the gang culture that has done so much to disfigure our city.

I do not think that policing is the answer, it is part of the solution but it is not the whole of the solution. It is far more important to do all we can to keep kids in school, to tackle truancy and

exclusion that leads to crime. That is one of the key parts of our policy called Time for Action. We have a project called Project Brody, the essence of which is to work with Councils, with police, with education welfare officers to do everything within our power to keep kids in schools. Because if you can keep kids in schools in their early teens then you avoid locking them up later in life. That is why in City Hall we are determined to make use of the Youth Offer for young people and the Mayor's Fund for London, to support the voluntary sector across London.

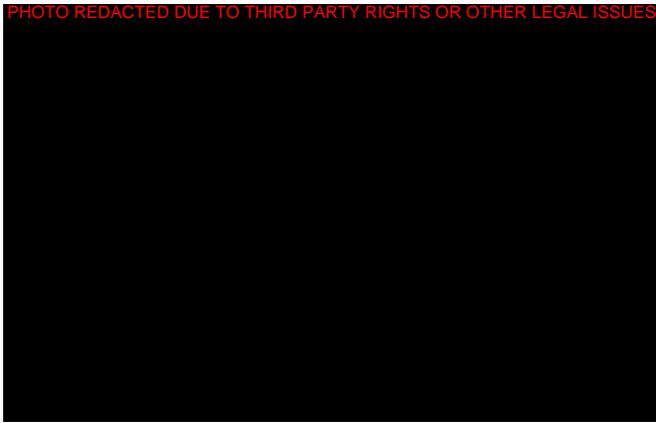
I want to see the stereotypes overturned – I want to see Black children succeeding and excelling in Maths, Science, Greek and Latin, in the subjects that risk being reserved and ghettoised in grammar schools or the fee-paying sector. There are sound economic reasons for doing this. In London we are making massive investments in infrastructure to improve our city. We are upgrading the tube, we are building Crossrail, we are investing £9.3 billion into the Olympic site, we are building a colossal sewage tunnel under the Thames.

These are creating thousands of jobs. For the first time in a generation that our children have a future as engineers in London. I want children from all communities in London to participate in those projects.

I believe we are lucky enough to live in the best city on earth. But I think we need to import back to London and to Britain and ideal that the Founding Fathers actually took from us to America. And that is the ideal of a place where everybody can make it. And not only can everybody make it but where everybody believes they can make it. If our children believe in themselves they will believe in their communities and they will have the self confidence to take advantage of the education we offer them.

## Rosemary Campbell-Stephens Lead Trainer, Centre for Learning in Leadership

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



For me this is a time of looking back in order to look forward. Exclusion is nothing new to us as African people within this education system. As a 19 year old student teacher in Birmingham I got my training as a teacher in the supplementary school movement and one of the things we did was to run schools.

Whilst back in the early 1980s African Caribbean boys were being disproportionately excluded from schools, we as educators were mopping it up in our supplementary schools. I was told back then that these were young people who could not be taught, we could not be asked, whose behaviour was difficult. And yet I saw those same young people come out on a Saturday morning to supplementary school, often without their parents, to learn.

This conference is unique. It is unique in bringing together educators with the parents, the students and the communities that it is our privilege to serve. The conference I feel has taken on a symbolic role in that it chronicles the journey of the Black child through the British schooling system at this point in the 21<sup>st</sup> Century. So the conference, like the mythical African bird Sankofa must at one and the same time look back and look forward. Why do we need to look back? So that we can gather the best of what our past has to teach us, enabling us to achieve our full potential. Whatever we have lost as a people, whatever we have forgotten, whatever we have been stripped of, can and must be revived.

If this conference is to be more than the ritual annual gathering of the faithful, which of course in itself is important, the conference must remind us of the following: efforts to diversify the school workforce and leadership are to be welcomed but they must be leaders who are able to connect with the communities that they serve. The conference must remind us that within the spirit of community, with an aim of change, teachers organised with parents and students in this country spearheaded the anti-racist movement.

The conference must remind us that research points to teacher expectations and teacher-student relationships as the key to success. If that is the case why are so many of the Government interventions focused on students? Where are the interventions on the schools and the teachers?

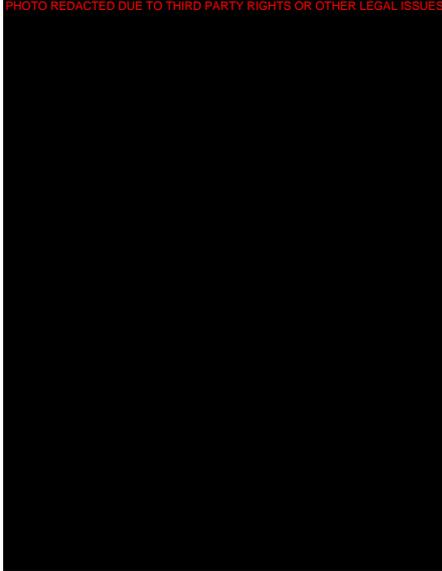
The conference reminds us that there is a direct correlation between inequity in attainment, exclusion from school, graduation to the gang, the heavy jail sentence or an early grave. It is a tragedy of epic proportions. If this conference is to move from simply being the annual gathering of the faithful, it will remind our communities of the responsibility to raise our children.

Let no parent who is serious about the education of their child leave this place today without joining an organisation that you can contribute to and get support from. Let no educator who is serious about their role in making a difference without joining the Black Teacher's Network that the Institute of Education has set up. It is not just the conference every year. It is about the work that goes on in between the conferences.

# Afternoon Plenary

Steven K Amos, Comedian

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



My parents arrived as immigrants in this country, the stories that they tell me about that brings a tear to my eye. Growing up in the 1970s and 1980s, London was very different to how it is now. In our household there was not an issue about colour or race. My Mum and Dad used to say to me “Just educate yourself, because once you have that piece of paper in your hand, nobody can take that away from you.” And I’m aware that we all have different abilities and capabilities.

I did not realise growing up that I would be able to do this job, to be a comedian. Because when I was growing up there was nobody on TV that looked like me. So it was a pipe dream.

Now that I am doing it, I get young Black people coming up to me in the street thanking me for representing them. I will now do what I can to let young people know that anything is possible. It is not easy, and there is still a long way to go. But things are attainable – we have Jocelyn Jee Esien here who was the first Black woman here or in the US to have her own comedy TV show, and two Decembers ago I did the Royal Variety Show in front of the Queen. I never thought that a young Black boy from South London like me would meet the queen.

Looking around the world – Barack Obama is the President of the free world, Oprah is the biggest TV star in the world, Will Smith is the highest paid film star in the world, Lewis Hamilton is the Formula One Champion, and Nelson Mandela is the most revered statesman.

We also need to acknowledge the mistakes that we have made. Let’s not be divisive. The good thing about this conference is that there are people from all over the world here. Different shades of Black, White people, Asian people are here. We are all here together because at the end of the day we are all the same.

The London Schools and the Black Child initiative is very important because it lets teachers, parents, educators and children come together with a common goal. To see so many parents and children attend an education conference is heartening.

## Heidi Mirza

### Professor of Equality Studies In Education

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Exclusions is something that the Black community has had to engage with for over fifty years. Why doesn't anything change after fifty years? We know there is a counter-story, there is another history out there to the one that we see every day in the media. I think that what scares me is the council of despair that is placed on our communities. When we hear about our community we do not hear the success stories but we hear about gun crime and gangs.

There has been a Black civil rights movement in this country, but we forget that. So we come together for the conference, we generate this energy then we fade away back into our individual lives and we forget about the collective movement. The way forward is to work in the "patchwork quilt of community" so that even if we do live individual lives, we are still part of a whole. Everyone needs to feel ownership over the big issues. We need to see the connectivity in the ways things work.

Recent discussions on Black education have focussed on role models. I think role models is a very easy and safe kind of solution. A national programme to change the face of underachievement and exclusion that is just about role models is not enough. It deflects attention away from the economic situation and the much larger picture of racism, and teacher expectation and what goes on in the classroom. Every single bit of research keeps coming back to that issue.

One of the big national surveys by the TDA showed that up to 70% of newly qualified teachers did not feel confident teaching in diverse settings. Trainee teachers only get one hour in the whole of their course on diversity. The head of Ofsted has also said that the Ofsted inspectors only got one hour on diversity training. That is a big indictment of our system when we do not have a commitment to race equality.

We talk about differences between ethnicities as if they are fixed. But these are not innate differences, these are things about opportunities and the way that history plays out in our lives. Things like statistical tables on results, which show the failing ethnicities at the bottom, end up fixing these ideas in policy-makers', teachers' and those in authority's minds. That is why the more things change the more things stay as they are.

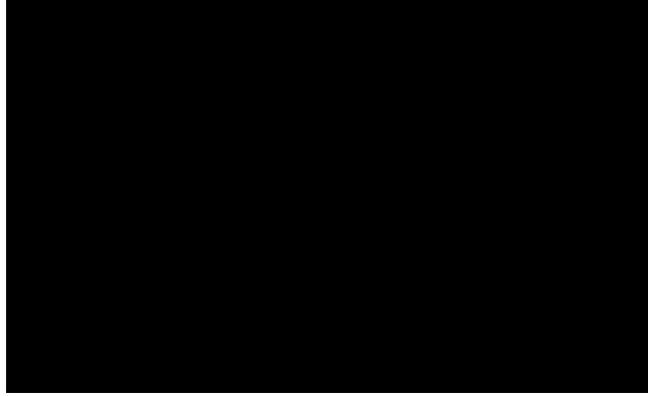
There are three ways we can move forward in this debate. Accountability – this is something we can all go away and do something about today. One of the things we need is more Black governors in schools and more Black people in public service generally. If we are not in those positions we cannot make our voices heard.

The second thing is advocacy – it is the absolute key to exclusions. Because when your child is excluded, negotiating with the school is so important. We need to know how to access and use legislation to our benefit.

And finally, alternatives – what we can do in our own communities. I think exclusions and supplementary schools are connected. Black supplementary schools are not just schools that happen on a Saturday and Sunday but they are about creating Black spaces.

## Jocelyn Jee Esien Comedian and Actress

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



I say to the young people I meet that no-one gave me a break, no-one gave me my own show, I had to take it. I did not wait for it to get handed out to me. If you want to do a career you have to make it your craft, you have to work at it. If it wasn't for my training I do not know what I would be doing now. It taught me to be resourceful. When people were not giving me parts, I thought I would write them for myself.

I want to get the message across that if I could go back and do anything differently I would not. Going to school and college and picking up the qualifications gave me the resources I have needed. People believe in me because of it. People listen to me because of it.

I wish that when I was at school we had something like this, because it is so important to have something for Black kids. In today's society Black kids are becoming a bit jaded about what they can do. I do not believe what I read in the media. When I go into schools and colleges the situation there just does not marry with what you see in the papers.

There is talk about a lack of role models but when I talk to these kids, they have their role models – for a lot of them their role models are their parents. But we do not hear about that in the media.

Education was very important to me. My parents took a big interest in my education. They did not wait for parents' evening, they just used to turn up at the school to talk to my teachers. They took such an interest in what I was doing.

I was never one of those lucky people who could rely on luck to get a start in life. The thing I could rely on was my intellect and studying and trying to learn a craft. I always had to work at it. I did my GCSEs and A Levels, I got my degree. And I know that all that studying led me to where I am now. It gave me the ability to do what I do now. Studying English helped me write my own show. It's given me confidence to sit in a room at the BBC and discuss things.

# Speaker Biographies

## **Diane Abbott MP**

In 1987 Diane Abbott made history by becoming the first black woman ever elected to the British Parliament. She has since built a distinguished career as a parliamentarian, broadcaster and commentator. In 1999 Diane created the London Schools and the Black Child initiative.

## **Steven K Amos**

Stephen K Amos is an award-winning comedy writer and performer, well known in the UK and in Australia. In 2009 he toured the UK on his second national tour playing to sold out houses the length and breadth of the country. He has a solo project in development with the BBC and will be taking the lead in a Simon Nye penned sitcom "In My Country" filming of which commences in May. His first DVD "Find the Funny" will be released in November 2009.

## **Derrick Anderson**

Derrick Anderson is the Chief Executive of Lambeth Council and started in post on 1 March 2006. Derrick, who was born in London, has twenty years' management experience in local government and more than 25 years in the public sector. He is Vice President of Youth Clubs, a member of the Youth Crime Prevention Board, a member of the Commission on Youth Crime and Anti-Social Behaviour and a Committee Member of VSO UK Committee.

Derrick's past engagements include non-executive director on the Home Office General Executive Board, Board Member of Sport England, London Member of Arts Council England, Local Government Network UK representative for South Africa/UK Shoulder to Shoulder Initiative and Secretary of the Black Country Local Authority Consortium 2000-2004. He was awarded a CBE for services to local government in January 2003 and holds an honorary doctorate from Staffordshire University for work on social inclusion and cultural policy and an honorary doctorate from Birmingham University.

## **Rosemary Campbell-Stephenson**

Rosemary Campbell-Stephens is a consultant trainer for leadership, race equality and succession planning with over 25 years experience, nationally and internationally in the field of education. As consultant to the University of London, Institute of Education, she developed and leads a ground-breaking leadership programme for aspiring Black and global majority senior managers in London secondary schools. The Investing in Diversity (IID) Leadership programme has registered over 1000 teachers since its inception.

Rosemary has been a consultant to the DfES (now DCSF) as part of the team that developed and delivered the Aiming High strategy. Rosemary is currently one of two consultants leading on the diversity strand of the National College for School Leadership's succession planning strategy. She combines public speaking and community activism with supporting local authorities, schools, colleges and universities in developing leadership capacity to meet their responsibilities under the Race Relations (Amendment) Act (2000).

### **Jocelyn Jee Esien**

The Bafta nominated actress/comedienne, Jocelyn Jee Esien made a name for herself in *3 Non Blondes* and later made history as the first black woman with her own TV sketch show. She has a career in theatre, stand-up and TV and she has won many awards including Screen Nation, Black Entertainment and Women in Film and TV.

### **Mayor Boris Johnson**

Boris Johnson was elected Mayor of London on 2 May 2008. Few Londoners have entirely English descent, and Boris is no exception. He describes himself as a 'one man melting-pot', with French, Turks and Germans among his ancestors. Much though he envies and admires the City, he lasted a week as a management consultant before becoming a trainee reporter for *The Times*. His career in journalism has seen him undertake various jobs. After a short time as a writer for the *Wolverhampton Express and Star*, he joined *The Daily Telegraph* in 1987 as leader and feature writer. From 1989 to 1994 he was the *Telegraph's* European Community correspondent and from 1994 to 1999 he served as assistant editor. His association with *The Spectator* began as political columnist in 1994. In 1999 he became editor of the paper and stayed in this role until December 2005.

### **Professor Heidi Mirza**

Heidi Safia Mirza is Professor of Equalities Studies in Education at the Institute of Education, University of London, where she is Director of the Centre for Rights, Equalities and Social Justice. She is known internationally for her work on ethnicity, gender and identity in education with best selling books such as *Young, Female, and Black, Black British Feminism*, and *Race Gender and Educational Desire* (all Routledge). She is co-author of the seminal book *Tackling the Roots of Racism: Lessons for Success* (Policy Press).

As a member of the Government's *Schools' Standards Task Force* she helped shape many initiatives to raise standards in education for black and minority ethnic pupils. She served as a Commissioner on the Commission on African and Asian Heritage and established the Runnymede Collection at Middlesex University, a race-relations archive and library documenting the late 20th century civil rights struggle for a multicultural Britain.

### **Baroness Delyth Morgan**

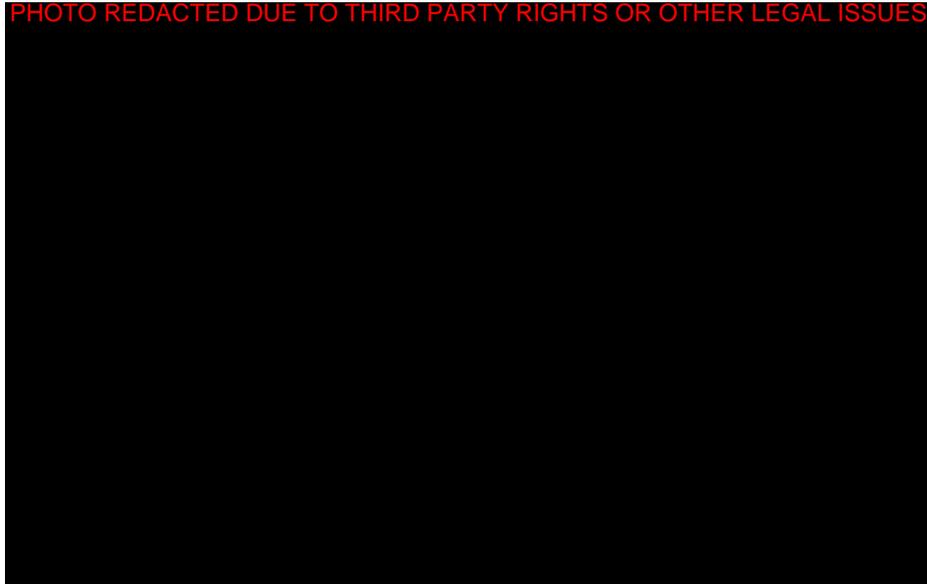
Delyth Morgan's principal policy areas include safeguarding and child protection, drugs and alcohol, sport and healthy eating. Delyth joined the Department for Children, Schools and Families from the Department for Innovation, Universities and Skills where she was Parliamentary Under-Secretary of State for Intellectual Property and Quality.

Delyth Morgan became a peer in 2004 while she was Chief Executive of Breakthrough Breast Cancer (1996-2005). Prior to that she was Director of Communications for the National Asthma Campaign (1992-96), and previously held posts as Director of the Workplace Nurseries Campaign (1988-92) and Campaigns Organiser at Shelter (1986-88).

### **Shardae Smith**

Last year Shardae beat hundreds of nominees to win the Outstanding Achievement at Higher Education award at the London Schools and the Black Child Academic Achievement Awards. She graduated with a First Class honours degree in Mathematics and Statistics with Finance from Queen Mary's, University of London. During her time at university Shardae gave up her spare time to volunteer in a charity mentoring Hackney schoolchildren. She continued working with the charity full-time after she graduated and hopes to take up a post as a trainee actuary.

## Conference Workshops



**A range of workshops on different themes took place over the course of the day:**

- Time for Action—Equipping Young People for the Future
- Successful Strategies for Tackling Exclusion
- Including the Excluded—Young People’s Perspectives on School Exclusions
- Reducing School Exclusions Through Safer Schools Partnerships
- Teachers and Communities: Working Together to Achieve Results
- Raising the Performance of Underachieving Children
- Sharing Responsibility I: The Role of School Governors in Reducing Exclusion
- Sharing Responsibility II: Creating an Effective Partnership with your Child
- Sharing Responsibility III: Role Models and the REACH Programme
- Supplementary Schools and Maintained Schools—Working Together to Raise Educational Performance