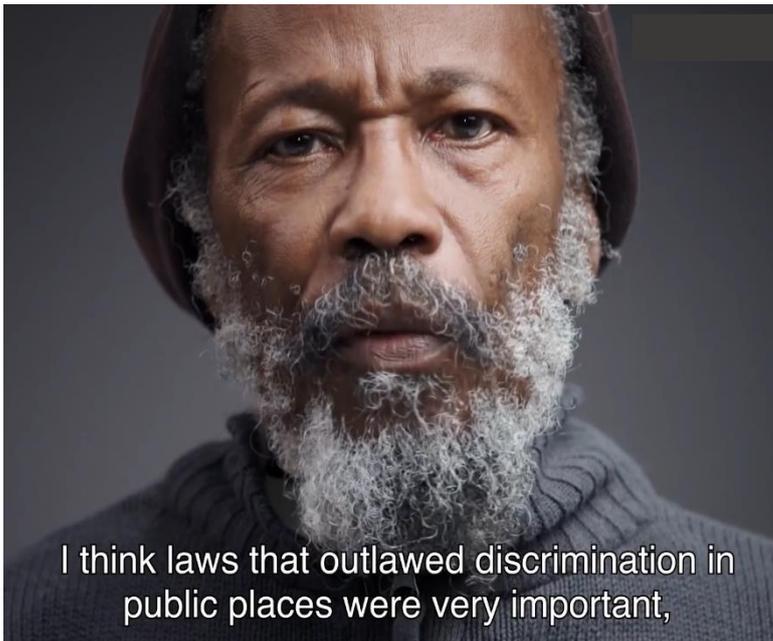


# Your Story, Our History

## Secondary resource pack

This pack accompanies two videos in the Your Story, Our History series focussing on race relations and equality legislation.



### What's in the pack?

This pack contains background information and questions to develop students' thinking around racism, equality, discrimination and legislation.

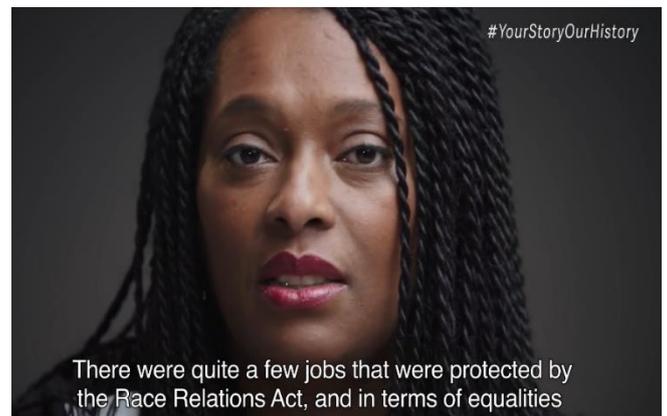
#### Includes:

- Background information about the video/s
- Questions to consider
- Glossary of legislation

### Watch Shango's and Janett's story

In the first video, having arrived from Trinidad and Tobago in 1962, Shango Baku recalls the discrimination he faced when trying to find accommodation and the positive law changes that prevented it from happening in the future.

In the second video Janett explains how being from an ethnic background positively benefitted her in her job of educating large-scale institutions about diversity and equality in the workplace.



# Questions

Having watched the video discuss and consider the following questions.

- What is discrimination?
- The first Race Relations Act was passed in 1965.  
Why was race legislation needed at this time in Britain's history?
- What examples of racism did Shango experience?
- Why, according to Shango, don't laws work immediately? To what extent do you think legislation can contribute to combatting racism?
- What message did the government send to the public by passing the Race Relations Act in 1965?
- What problems did Janett's sisters experience at school?  
How did Janett's experience contrast to that of her sisters?
- What do you think contributed to the change in attitude Janett experienced compare to her sisters? Was it changes to the law? Changes in people's attitude and understanding about racism? Or a combination of both?
- How did Janett continue to influence change?  
What impact does Janett say the Race Relations Acts had on organisations?
- What are examples of indirect discrimination?
- Equality and diversity laws have changed black and minority ethnic people's lives for the better. However, people from BAME communities continue to face discrimination and the disproportionate effects of COVID-19 on BAME communities has highlighted continued disparities of opportunity and equalities.

Consider and discuss what measures current and future governments must take to meaningfully combat inequality and racism.

# Glossary of legislation

<p><b>Race Relations Act 1965</b></p>	<p>The Race Relations Act 1965 was the first piece of legislation in the UK to address the prohibition of racial discrimination.</p> <p>At the time it was passed, there were nearly one million immigrants living in the UK - and it was not illegal to treat those who were not white differently to those who were.</p> <p>The Act banned racial discrimination in public places, like hotels, restaurants or the cinema and made the promotion of hatred on the grounds of 'colour, race, or ethnic or national origins' an offence. The Act also set up the Race Relations Board to deliberate on complaints of racial discrimination.</p> <p>The legislation was ground-breaking and important for three reasons: first, it established that anti-discrimination was a key principle, and one that government would legislate on. Second, it sent a message to the wider population that discrimination was wrong, a view that was probably in the minority. Finally, it also sent a clear signal to black and minority ethnic people that the state realised that they were experiencing discrimination, and that this was wrong, and was something the state would seek to remedy.</p> <p>The Act was criticised however for failing to address vital areas where discrimination was most prevalent, namely employment and accommodation.</p>
<p><b>Race Relations Act 1968</b></p>	<p>This Act sought to strengthen the 1965 Act. It made it illegal to refuse housing, employment or access to services (like a mortgage) to people because of their ethnic background.</p> <p>It aimed to ensure that the second-generation immigrants "who have been born here" and were "going through our schools" would get "the jobs for which they are qualified and the houses they can afford". It also established the Community Relations Committee which sought to combat discrimination and prejudice through education.</p>
<p><b>Race Relations Act 1976</b></p>	<p>The third Race Relations Act tightened the law even more. It outlined what direct discrimination was and extended the definition to include indirect discrimination - any practice that disadvantaged a particular racial group, including victimization and harassment.</p> <p>Illegal activity now included: Instructions to discriminate – this is where encouragement is given to others to discriminate against people; pressure to discriminate – to pressurise someone to act in a racist way; aiding unlawful acts – assisting anyone who is acting in a racist way. The Act also replaced the Race Relation Board and Community Relations Committee with The Commission for Racial Equality (CRE) which aimed to address racial discrimination and promote racial equality. The CRE was disbanded in 2007.</p>

<p><b>The Macpherson Report 1999</b></p>	<p>On 22 April 1993, Stephen Lawrence, an 18-year-old black man, was stabbed to death at a bus stop by a group of white youths in an unprovoked, racist attack. The Metropolitan Police's actions at the scene and in the investigation that followed were heavily criticised as incompetent and institutionally racist.</p> <p>On 31 July 1997 the then Home Secretary, Jack Straw, ordered Sir William Macpherson, a retired High Court judge, to carry out an "inquiry into the matters arising from the death of Stephen Lawrence".</p> <p>The <a href="#">Macpherson Report</a>, published on 24 February 1999 and concluded that the Metropolitan Police's murder investigation had been "marred by a combination of professional incompetence, institutional racism and a failure of leadership by senior officers".</p> <p>The report made 70 recommendations across a range of themes including;</p> <ul style="list-style-type: none"> <li>• Police practice and the investigation of racist crime</li> <li>• The treatment of victims and witnesses</li> <li>• Prosecution of racist crimes</li> <li>• Racism awareness and diversity training</li> <li>• The role of education in the prevention of racism</li> </ul>
<p><b>The Race Relations (Amendment) Act 2000</b></p>	<p>This modified the 1976 Race Relations Act.</p> <p>It extended the list of public bodies in the Act that were subject to the general duty to promote race equality.</p> <p>It required institutions to pre-empt unlawful discrimination, not simply dealing with racism when it occurred, but being pro-active in preventing it happening in the first place.</p> <p>Those institutions included colleges and universities. Universities had to monitor the admission and progress of students and monitor staff recruitment and career progression by racial group.</p> <p>The Act also made chief police officers liable for discrimination carried out by their officers under their direction and control.</p>
<p><b>Equality Act 2010</b></p>	<p>This Act consolidated, updated and supplemented the numerous prior Acts and Regulations, that formed the basis of anti-discrimination law in Great Britain.</p> <p>The Act protects people against discrimination, harassment or victimisation in employment, and as users of private and public services based on nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.</p>

In 2016 the [Equality and Human Rights Commission's](#) report *Healing a Divided Britain* found that unemployment rates were significantly higher for ethnic minorities (12.9%) compared with White people (6.3%); rates of prosecution and sentencing for Black people were three times higher than for White people; 30.9% of Pakistani or Bangladeshi people lived in overcrowded accommodation, while for Black people the figure was 26.8% and for White people 8.3% and just 6% of Black school leavers attended a Russell Group university, compared with 12% of mixed and Asian school leavers and 11% of White school leavers.

**Discuss what measures current and future governments could take to combat these inequalities.**