



# Black Inclusion Intervention Toolkit

This resource helps schools to:

- Move from tokenistic Black inclusion to sustained, measurable impact.
- Implement practical interventions focused on structural embedding and long-term strategy, rather than the seasonal celebration of Blackness.



# Introduction to the Black Inclusion Intervention Toolkit

The **Black Inclusion Intervention Toolkit** is designed to be used alongside the findings from your *Black Inclusion Week Curriculum Audit*. Where the audit helps you understand the current picture of Black representation across your curriculum, this toolkit supports you in turning those insights into practical, *measurable interventions* that lead to longterm, embedded change.

This resource aligns with the Black Inclusion Week theme. It offers schools a structured way to move beyond reflection and into action, ensuring that Black inclusion becomes a consistent, central part of curriculum design rather than an optional or seasonal focus.

# What the Toolkit Is For

This toolkit provides targeted interventions based on the patterns identified in your audit. Each section focuses on a specific area of practice where schools often see gaps:



**Representation vs tokenism** – strengthening meaningful visibility beyond Black History Month or single lessons.



**Consistency of representation** – supporting wholeschool approaches so Black inclusion does not depend on individual teachers.



**Core vs supplementary knowledge** – embedding Black contributions into core learning rather than treating them as add-ons.



**Depth of engagement** – helping students move from naming Black figures to understanding their impact, significance, and agency.

Across these areas, the toolkit includes “Inclusion Edits” - practical prompts that help you rework schemes of work, lesson plans, and outcomes so that Black perspectives are integral rather than incidental.

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## How to use this audit

1.

**Start with your audit results.** Identify which sections of the toolkit correspond to the gaps or patterns revealed - seasonal representation, inconsistency, lack of depth, or optionality.

2.

**Select the relevant intervention section(s).** Each section contains actions, prompts, and accountability steps, including:

- ✓ *Who is responsible*
- ✓ *How impact will be measured*
- ✓ *When progress will be reviewed*

3.

**Apply the inclusion edits to your curriculum materials.** Use the prompts to adjust learning outcomes, diversify subject content, and embed perspectives directly into core teaching sequences.

4.

**Plan for wholeschool consistency.** Incorporate interventions into departmental planning, CPD, curriculum reviews, and annual improvement cycles.

5.

**Review and measure impact.** The toolkit supports schools in setting clear indicators and reflection points, turning actions into measurable progress for students' understanding, engagement, and sense of belonging.

Used together, the **Curriculum Audit** and **Intervention Toolkit** give schools a complete framework for building meaningful, year round Black inclusion - rooted in evidence, aligned with statutory guidance, and reflective of the national momentum created by Black Inclusion Week.

### Instructions:



This resource is to be used in conjunction with the responses from the Black Inclusion Week Curriculum Audit resource to identify areas for improvement when it comes to Black inclusion within the curriculum.



## Section 1: Representation versus tokenism



If your audit indicates that Black perspectives are seasonal, mainly appearing during Black History Month or Black Inclusion Week start here.

### Interventions:

- ✓ Embed Black figures into core schemes of work by integrating Black voices into lesson objectives, units, and curriculum maps so they are central to learning.
- ✓ Diversify core subject content to reflect intersectional Black experiences by intentionally integrating Black authors, creators & leaders, etc across disciplines.
- ✓ Utilise cross-curricular learning to engage students in projects exploring Black contributions across subjects, including opportunities for presentations & debate.
- ★ **Inclusion edit:** Ensure Black contributions are meaningfully integrated rather than just mentioned in passing.

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Who is responsible?

How will impact be measured?

When will impact be reviewed?

## Section 2: Consistency of representation



If your audit revealed that Black inclusion depends on individual teacher enthusiasm or is taught ad-hoc or in isolation start here.

### Interventions:

- ✓ Train all staff on the power & responsibility of representing Black figures and equip them to embed this representation authentically across their practice.
- ✓ Incorporate cross-curricular themes that celebrate Blackness such as 'Diaspora & Global Influence' & 'Innovation & Impact' explore these through each subject lens.
- ✓ Build in reflection checkpoints and encourage staff to regularly reflect on the integration of Blackness into the curriculum & its impact on student engagement.
- ★ **Inclusion edit:** Ensure Black Inclusion in curriculum is planned out as a team with all members having the chance to participate, learn and contribute.

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Who is responsible?

How will impact be measured?

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## Section 3: Core versus supplementary knowledge



If your audit revealed that Black contributions are optional or used as add-on experiences to the curriculum, rather than essential learning, start here.

### Interventions:

- ✓ Reframe Black inclusion as foundational, Black perspectives should deepen understanding of core concepts and be reflected in learning outcomes.
- ✓ Embed Black inclusion into assessment, include exam questions, essays, or analytical tasks requiring engagement with Black perspectives.
- ✓ Ensure department-level accountability by having each team identify areas to reframe, assessments to adjust, and create measurable improvement indicators.
- ★ **Inclusion edit:** Spend time revising learning outcomes to identify opportunities that make Black perspectives integral to understanding the subject.

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Who is responsible?

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When will impact be reviewed?

## Section 4: Depth of engagement



If your audit showed students can name Black figures but don't grasp their impact, and learning is mainly descriptive, start here:

### Interventions:

- ✔ Weave critical thinking prompts into the learning, ask questions like, “Why does this contribution matter?” or “Whose narratives are amplified or silenced?”
- ✔ Include tasks that have students compare, debate, evaluate sources, and map impact to help them understand the value and significance of Black contributions.
- ✔ Embed student-led projects where students research Black figures, explore barriers, propose curriculum changes & present findings for deeper understanding.
- ★ **Inclusion edit:** Where possible, let students choose which Black figures or topic to research to boost engagement and independent learning.

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Who is responsible?

How will impact be measured?

When will impact be reviewed?

## Supporting relevant legal frameworks, guidance, industry standards & frameworks and educational research.

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### Legal Frameworks & Statutory Guidance:

- **Equality Act 2010:** This foundational legislation protects individuals from discrimination based on protected characteristics, including race, sex and gender reassignment. It mandates equal treatment in employment and access to services.
- **Education Act 2002:** This document places a duty on schools to safeguard and promote the welfare of children. It highlights that racist bullying is a safeguarding issue & states racialised harm impacts wellbeing and safety. It demands that schools must actively prevent discriminatory behaviour.
- **Keeping Children Safe in Education (KCSIE):** This statutory safeguarding guidance recognises racism as harmful, requiring schools to respond, record incidents, and create safe, inclusive environments, making anti-racism a key safeguarding priority.

### Industry Standards & Accreditation Frameworks:

- **Ofsted, Equality & Diversity Standards:** Inspectors assess how schools promote personal development, positive behaviour, effective leadership, and equality, ensuring pupils are prepared for life in modern Britain with an understanding of diversity and active anti-discrimination.
- **Black, Asian & Minority Ethnic (BAME) Achievement Charter / Race Equality Charter:** Originally developed for higher education by the Advance HE Race Equality Charter (REC), this framework can be adapted for schools to guide attainment gap plans, leadership diversity, and staff development for measurable race equality.
- **United Nations Convention on the Rights of the Child (UNCRC):** Many UK schools align with the UNCRC, particularly Articles 2 and 29 on freedom from discrimination and respect for diversity, providing a globally recognised framework to support anti-racism and inclusive curricula.

### Charters & Frameworks:

- **Race Equality Charter for Schools (Bath & North East Somerset):** This locally developed charter guides schools in committing to race equality and anti-racism, embedding inclusive curricula, promoting cultural diversity, addressing harassment, supporting staff training, and engaging the wider community.