Black History Month Toolkit 2020

Black History Month – October 2020

Please visit [https://www.blackhistorymonth.org.uk/](https://www.blackhistorymonth.org.uk/) for details of events and features. You can follow BHM on twitter at [https://twitter.com/BhmUK](https://twitter.com/BhmUK)

Please note: Whilst we have created this toolkit for Black History Month 2020, we have an active programme of work building tools and resources for our members to embed anti racist policies, procedures and cultures.

Contents

- Introduction and terminology
- 2020, a movement not a moment
- Being anti-racist
- White Privilege and the role of everyone of us
- Understanding Black History – Overview and link
- Starting Conversations about Race
- Staff Networks
- Sponsorship
- Reverse Mentoring
- Quiz
- Reading list

Further information available from you account manager:

Introduction and terminology

Welcome to this, the Inclusive Employers 2020 Black History Month toolkit. As members you will be aware of the resources we already have in the toolkit, that we created with over 70 members organisations between 2016 and 2018. Much of that material is still relevant and useful. However, in light of the recent events and the necessary and long overdue spotlight on creating anti-racist organisations, we have developed an updated toolkit for 2020.

Our work on developing anti-racist cultures is now being embedded into every activity at Inclusive Employers. We have work to do.
Over the last six months we have been involved in numerous conversations in relation to the use of the acronym BAME, a shortened version of Black, Asian, Minority Ethnic. These conversations have explored the concerns of many who don’t like or find the term BAME helpful, to those people who think that discussing the term can be a distraction from getting on with the work we all need to do to create truly anti racist workplace cultures.

As of September 2020, we no longer use the acronym BAME.

This toolkit for Black History Month 2020 is a part of an ongoing piece of work about developing anti-racist culture. We have had numerous requests for support in relation to the content of this 2020 toolkit. Please keep in touch with your account manager for further updates.

We welcome your thoughts and suggestions and will embrace new thinking.

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2020: a movement not a moment

Anti-racism
"Anti-racism is the commitment to fight racism wherever you find it, including in yourself. ‘So you want to talk about race’

Ijeoma Oluo

The Context
The murder of George Floyd, the subsequent worldwide protest and the findings of the Government-commissioned review confirming the disproportionate COVID-19 death rate for the Black, Asian and Minority Ethnic community has placed an ever increasing spotlight on the ingrained racial injustices and inequalities in society, notwithstanding workplaces. Organisations in the UK, and across the globe, must now go beyond the rhetoric and answer the call to action to end systemic racism in the workplace, and create environments where true inclusion exists for everyone.

What is Anti-racism?
Anti-racism is the policy or practice of opposing racism or systemic oppression of marginalised groups. An anti-racist organisation acknowledges the discrimination and prejudices that maintains inequalities and inequities in the workplace which manifest in policies, procedures and cultures as a result of race and seeks to actively dismantle and transform them.

What does it mean to be Anti-racist?
Being anti-racist is based on the ongoing conscious efforts, actions and expressions throughout the entirety of your life to provide equitable opportunities to all on an individual and systemic level. It is something that requires direct action against racism, including racism that can be extremely passive. Many of us witness racism in the form of just letting things stay the same or refusing to interject in a colleagues, friend or stranger’s overt or covert bigotry. By its nature therefore, the opposite of racist is not non-racist it is anti-racist.

As an anti-racist you are constantly seeking to make it clear that racist behaviour and actions are not acceptable and challenge respectfully and clearly regardless of power. You will ensue that through your actions you make a stand and educate yourself and others.
Being an anti-racist is a choice. In being anti-racist you are actively choosing to be inclusive with your actions and behaviours rather than being exclusive and passive through non-action.

**The anti-racist organisation**
The strategies, best practice, recommendations in the toolkit are designed to support and guide you in your commitment to being an anti-racist employer.

**Being Anti-racist**

Many people are still nervous around the concept of being anti-racist. There are assumptions that it is only about demonstrations and unrest. The way we see anti-racism is about direct action to address the inequalities that are faced by Black, Asian and Ethnic Minority colleagues in the workplace and the approaches we can all take to champion inclusion of our Black, Asian and Minority Ethnic colleagues. We’re keen to hear your ideas too.

![Racist vs Non Racist vs Anti Racist Chart]

For a clear introduction, check out - [https://www.bbc.co.uk/bitesize/articles/zrvkbqt](https://www.bbc.co.uk/bitesize/articles/zrvkbqt)

**White Privilege and the role of everyone of us**

**What are the origins of ‘White Privilege’?**
Kehinde Andrews, a professor of Black Studies at Birmingham City University, and founder of the Organisation of Black Unity, tracks the term of ‘White Privilege’ back to the 1930’s and the black civil rights activist William Du Bois. Du Bois used the term to try and explain how white workers in America benefited from the colour of their skin and racial segregation.
It was when Peggy McIntosh wrote, ‘White Privilege: Unpacking the Invisible Knapsack’ in 1988 that the terms became more broadly known, though perhaps not understood. ‘White Privilege: Unpacking the Invisible Knapsack’, details her own personal story and experience as a white woman and her awareness of the difference of experiences between races and her insights into systemic racism.

McIntosh writes, “As a white person, I realised I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage”

“I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.”

The rejection of White Privilege

In conversations about white privilege, or in those moments when we have tried to engage others in the opportunity to consider their white privilege, we may have experienced challenge or rejection of its reality.

One of the key issues in this discussion is to help others understand that we are not saying that the lives of some white colleagues haven’t been hard, it is just that their skin colour hasn’t been a contributing factor in how hard it has been.

Prominent Black Lives Matter activist Emmanuel Acho, a former NFL player explains this as:

“I have to live my life calculated. White people get to live their life unconsciously. So, white privilege is also that ability to live your life unconsciously.”

The role of everyone to understand White Privilege

Firstly, it’s important to help people understand that this statement is not about accusation. It is not about saying ‘you are a bad person, you have white privilege’. The starting point for much of this is focused action on helping people become aware of their white privilege and accepting that it is a lived reality, and that through understanding it, we can take steps to help others understand their own white privilege. And that this enables us to take steps to address and challenge the inequalities that exist for our Black, Asian and Minority Ethnic colleagues.

For a clear introduction, check out - https://www.bbc.co.uk/bitesize/articles/zrvkbqt

Understanding Black History
In October, the UK celebrate Black History Month. For the entire month there are a wide range of events held across the country celebrating African and Caribbean cultures and histories, with everything from food festivals to music workshops to educational seminars and lectures.

Black History Month was originally Negro History week, created in February 1926 in the United States by African American historian Carter G. Woodson. The celebration was held annually on the second week of February, as Black communities celebrated Abraham Lincoln’s birthday on February 12 and Frederick Douglas’s on February 14. Carter G. Woodson and his Association for the Study of Afro-American Life and History saw fit to make Negro History Week the centre of the equation.

The school of thought behind the weeklong celebration was to re-educate the African American people after transatlantic slavery, by reminding them of their contribution to the world and its history. Woodson, at the time of the week’s launch, felt that the teaching of black history was essential for the physical and intellectual survival of the race within broader society.

During Negro History week, teachers and churches would distribute the Journal of the Negro History which was the official literature associated with the event. As the week grew in popularity, black educators and Black United students at Kent State University argued that a week was not long enough and proposed for the event to last a month. The very first Black History Month was celebrated at Kent State University from January 2-February 28 1970. Through the leadership of Ghanaian analyst Akyaba Addai-Sebo, the UK followed suit in 1987.

In recent years, Black Americans have raised the argument once again that a month is not long enough to pay homage to the many more figures who aren’t given the spotlight, especially as February is the shortest month of the year. Similar arguments have also been raised here in the UK, as it is felt that besides the one month allocated to the celebration of the Black community and its contribution to wider society, Black history continues to be excluded and unfairly told.

Black history stretches further than Martin Luther King Jr, Freddrick Douglas and Harriet Tubman, though these are two of the most influential runaway slaves as well as a revolutionary social activist. There are other significant Black leaders that have suffered and paved the way: Malcolm X; James Baldwin; The Black Panthers; Maya Angelou; Jesse Owens; Marcus Garvey; Madam C.J. Walker; Slave Gordon and many more in America. In Britain Black History does not begin with the Windrush generation but rather the political union of England and Jamaica and the Roman conquest. Black British history should celebrate prominent Black abolitionists and political figures such as; Ottobah Cugoano, Mary Prince, Olaudah Equiano, Ignatious Sancho, William Davidson, Samuel Coleridge-Taylor, Paul Bogle, Kwame Nkrumah, Claudia Jones to name a few.

Many people are waking up to the truth that we cannot rely on Black History Month alone, nor what we were taught in school, and that we have a duty as individuals to keep consciousness of the positive achievements and contributions of Black people in our countries and the history of how they got there. Knowledge of the past will naturally begin to challenge some of the animosity faced towards new forms of Black History, until real racial reform is achieved.

If you are interested in Black British History here some books to read which will help you gain a better understanding: Stayin Power by Peter Fryer, Black and British by David Olusoga, Black
Starting Conversations about Race

Both Black, Asian and Minority Ethnic and non-Black employees sometimes experience discomfort when talking about race, and this is a contributing factor to the lack of progress around race equality. An unwillingness to discuss race can stifle an organisation’s efforts to tackle Black, Asian and Minority Ethnic under-representation.

Encourage the promotion of two-way dialogues and conversation about race between Black, Asian and Minority Ethnic and non-Black employees’. Build relationship and rapport by encouraging everyone to share a bit about their family background at roundtables, so that everyone who comes to the table comes ready to share. This is a great opportunity to find common experiences as well as gain insight and appreciate difference, which can allow for understanding and insight into the different perspectives of colleagues.

State clear intentions and accept the discomfort
Set up safe environments to facilitate the discussions about race. Acknowledge that the conversation is difficult and uncomfortable and outline the intent and the aspirations behind the conversations.

Senior leaders can role model vulnerability by sharing stories and learning, where appropriate acknowledge white privilege and put it into context of the discussion.

Define Terms
Spend some time defining key terms, such as microaggressions, bias, and white privilege to enable people to contribute to discussion from an informed position, so constructive conversations can take place.

Why do we find talking about race awkward?

When interacting with people who are different, it is common to feel anxiety about using the ‘right’ words, or to fear causing offence or being accused of bias. This fear means we are more likely to hold back and maintain a distance, which impacts on the quality of the conversation and the level of trust. The more concerned we are about making a mistake, the more we retreat into our ‘in-group’, and the more likely we are to notice information that confirms our bias.

Similarly, not acknowledging a person’s race or ethnicity – a colour-blind approach, arising from a desire to treat everybody the same – leads to awkwardness which can be interpreted as unfriendliness or even prejudice. Not acknowledging race can be perceived as treating it as unimportant, which ignores the historical and systemic barriers experienced by Black, Asian and Minority Ethnic people that continue to influence workplace.
Challenges when talking about race

The framework for discussions around race lacks a set of agreed-upon terminologies and concepts and so makes starting the conversation more challenging. Common terminology such as ‘Black, Asian and Minority Ethnic’ and ‘multicultural’, can be helpful, but at the same time they may minimise the differences between ethnic subgroups, and do not acknowledge the distinct forms of prejudice experienced by different groups, their unique identities and issues. Added to this, our understandings are constantly shifting and developing, so it is likely that there will be different preferences and thinking on the topic amongst colleagues in the same organisation.

In addition, to fully understand race and ethnicity we also need to consider other identities. ‘Intersectionality’ acknowledges that we all have multiple identities, even if not all identities are openly recognised. For example, being ‘White’, ‘Heterosexual’ or ‘Non-disabled’ are identities that are often perceived as the default and therefore ignored. It is important for organisations to consider intersections in order to engage fully with Black, Asian and Minority Ethnic issues. Intersectionality makes race more complicated, but it provides greater accuracy about the lived experience of Black, Asian and Minority Ethnic colleagues.

How to talk about race

Navigating the complexities of race requires practice, but is the only way to fashion a common language that is transparent, honest and respectful. Below are some suggestions for how to begin this process.

What organisations can do:

Host events, roundtables and discussions about race for both Black, Asian and Minority Ethnic and non-Black, Asian and Minority Ethnic employees to help open up the debate and facilitate greater understanding. You might invite experts in the field of race to facilitate the meetings and Black, Asian and Minority Ethnic role models as speakers. Topics might include:

- Opportunities to discuss the merits of different concepts such as race, ethnicity, nationality, Black, Asian and Minority Ethnicity, etc to identify the relative strengths and weaknesses of these and agree terminology that is fit for purpose, whilst also acknowledging its limitations;
- A panel of Black, Asian and Minority Ethnic role models presenting on their work and career histories, focusing on professions/areas of expertise that are relevant to your organisation. They might be asked to share how race has played a part in their journey;
- A panel of Black, Asian and Minority Ethnic speakers presenting on work they are doing that is relevant to race and ethnicity, so for example authors who have written about key moments in Black, Asian and Minority Ethnic history, or researchers who are studying race from different perspectives;
- Workshops and discussions on key concepts such as White Privilege, Critical Race Theory, micro-aggressions, Institutional racism, with time for Q&A and discussion;
- A book club which focuses on topics connected to ethnicity or work by Black, Asian and Minority Ethnic authors;
- Allowing participants to share something of their own family backgrounds/identities and experiences of race. This can help to build trust and identify commonalities as well as gaining insight into and appreciation of difference.
A **Human Library event**, where participants are encouraged to choose a book from a range of titles. The difference is that the ‘Books’ are people from under-represented groups, and ‘reading’ is a conversation. The readers are encouraged to choose from a broad range of titles, chosen deliberately to provoke assumptions and common prejudices, and asked to engage with the people behind these labels during a short and respectful conversation. The aim is to provide a safe environment for people to respectfully ask questions and share experiences. You could also set up an on-line Human Library for those who are keen to continue to share beyond the event.

**Individual conversations**

Some tips on how to conduct respectful conversations about race at an individual level:

- Be clear on your intent for starting a conversation, demonstrate your commitment to doing something with your learnings, e.g. sharing with others or allyship;
- Decide whether race is a relevant topic in the context of your relationship and what is going on at the time. Some Black, Asian and Minority Ethnic people may not want to talk about their race or want others to make reference to it, when it is not obviously relevant to the situation/conversation;
- Make sure you start conversations around race at a suitable moment, when you won’t be interrupted and you have sufficient time and space to listen actively, as a distracted interchange might do more harm than good;
- When approaching individual conversations, do so with respectful and genuine curiosity, asking thoughtful questions whilst sharing personal information about your own identity, to help build transparency, openness and rapport;
- Remember that unless they have conducted extensive research and listening exercises, individuals will only be able to speak about their own experiences so should not be viewed as the voice for all Black, Asian and Minority Ethnic employees;
- Don’t dismiss or attempt to explain away someone’s lived experience. Check that you have understood what you have heard. Appreciate and acknowledge the experience, even if you can’t directly relate to it;
- If individuals share their experiences for the benefit of your learning and understanding, it is polite to thank them for sharing this with you;
- If you inadvertently say the wrong thing and cause offence, take the opportunity to apologise as soon as possible. If it was a genuine mistake, this will be evident and the apology will be appreciated and sufficient.

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**Staff Networks**

When setting up a formal Black, Asian and Minority Ethnic Network, ideally it will be open to all employees and be linked to the organisation’s formal decision-making structures, so that it can support the business and add value. The idea of establishing a broad inclusion focused network is recommended as a sustainable approach, which encompasses all employees with an interest
in promoting inclusion, but which might have Black, Asian and Minority Ethnic focused activities within its wider programme of work.

Positioning networks so they attract the very best people to harness their expertise will be key. That way they can:

- Contribute to the inclusive culture;
- Provide expertise to enhance the organisation's competitive advantage;
- Provide an organisation with insights on how to address internal issues, such as developing policies for particular festivals or public holidays.

Networks can help to promote the Black, Asian and Minority Ethnic agenda in a variety of ways, such as setting up and contributing to peer mentoring schemes, encouraging completion of staff surveys to understand the issues experienced by Black, Asian and Minority Ethnic employees, advertising job opportunities to their members, promoting participation in sponsorship and role model programmes and assisting with the review of existing policies and procedures, such as those that relate to bullying and harassment. They can also create a safe supportive space for members to gain skills such as chairing meetings, public speaking and organising events.

Download the Inclusive Employers Guide to Sustainable Networks

Sponsorship

The concept of sponsorship can often be misunderstood or confused with mentoring but there are marked differences. In a mentoring relationship a senior mentor will work with a junior mentee to offer advice, work out strengths and weaknesses, and define career goals, but there is no obligation to advocate for the junior colleague within the organisation. A formal sponsorship scheme is based solely on the championing and advocacy of junior Black, Asian and Minority Ethnic colleagues to directly influence their chances of promotion.

Sponsorship relationships that arise spontaneously often occur because the sponsor shares an affinity with a more junior colleague. Given that the majority of senior managers are both white and male, aspiring Black, Asian and Minority Ethnic employees are less likely to receive this attention.

Formal sponsorship schemes are needed to ensure that these benefits can be accessed by Black, Asian and Minority Ethnic talent, and research shows that this support can be a critical factor in career success.

The sponsor will use their position and status to open doors for their counterpart so must be:

- Prepared to promote their counterpart and have a strong belief in their potential e.g. be willing to talk about their achievements;
• Sufficiently influential so that their opinions about their counterpart are heard;
• Prepared to shield their counterpart from criticism so they can be less risk averse;
• Increasing the visibility of their counterpart within the organisation and externally
• Connecting them to career opportunities and stretch assignments – opportunities that will stretch their current skill set and prepare them for future career progression;
• Providing support with challenges and acting as a buffer against risk;
• Offering feedback on skill gaps and enhancing the counterpart’s perception of their abilities;
• Inviting the counterpart to attend high profile events with them;
• Introducing them to other influential leaders.

When setting up a scheme it will be important to map out the framework, including:

• The purpose, objectives, outputs and outcomes;
• Participant commitment, in relation to the number and frequency of meetings, length of participation, attendance at training, participation in evaluation etc;
• The eligibility criteria for sponsor and counterpart – you will need to agree the level of seniority required of sponsors and whether there is any flexibility on this depending on the grade of the counterpart. It is recommended that the role of sponsor is open to colleagues of any ethnicity;
• Identifying what steps will be taken to allocate counterparts if the demand for sponsors out-weighs the supply;
• How participation of sponsors will be recognised – ideally in their appraisal;
• The method for collecting expressions of interest and identifying what data is required for the matching process;
• Communications – what messages will you emphasise when promoting your scheme to both sponsors and counterparts to ensure high take up, in particular the benefits for sponsors;
• Methods for matching and provision of training, on-going support and touch points. The evaluation mechanisms;
• Opportunities to celebrate the successes.

Sponsorship relationships that arise naturally tend to be of a higher quality and result in more positive outcomes than formal relationships. In the training for sponsors it can be helpful to prepare them so that they can build rapport and form trusting relationships, as would happen if these had formed more naturally.

Topics to cover might include:

• Current ethnicity profiling data within your organisation by level of seniority, as evidence that the current system is failing Black, Asian and Minority Ethnic employees and hindering progression;
• The impact of informal sponsorship, which tends to favour those from certain groups, and which puts talented Black, Asian and Minority Ethnic employees at a disadvantage;
• Tools for developing an understanding of the counterpart’s role, attainment and career motivations;
• Supporting them to feel comfortable about discussing race, if it is relevant. For example, at the first meeting they might discuss the degree to which race needs to feature in their discussions, which signals a willingness to tackle the subject if needed;
• Identifying commonalities and any differences in interests, attitudes and values. If there is an overlap between core values, the differences in surface diversity will become less important;
• Engaging in enquiring, rather than intrusive, conversation and responding positively to what is shared.
• If mentioned, acknowledging how any structural and cultural factors may have impeded their career. This can help in identifying where to apply influence to benefit the counterpart.

Being willing to give constructive feedback is key. Hesitation can occur if the sponsor is afraid about this being viewed as prejudiced. An absence of feedback prevents the counterpart from improving performance and self-awareness. Keep feedback factual and focused on observable behaviour and its impact. Support to develop career enhancing behaviours, along with honest advice about how to influence effectively, are valuable.

Reverse Mentoring

Reverse mentoring is a tool to encourage learning and knowledge sharing on the topics of race and ethnicity between employees of different levels of seniority within an organisation.

In a reverse mentoring programme a Black, Asian and Minority Ethnic employee, (the mentor), is matched with a more senior white employee (the mentee), so that the mentor can share their experiences of what it is like for Black, Asian and Minority Ethnic employees to work in the organisation. This sharing of knowledge can help to inform policy and leadership decisions in an effective and mutually beneficial manner. In return, the mentee offers advice about career progression and assists the mentor to develop and progress.

Key pointers for a successful scheme are similar to those for the other types of intervention, but specifically include:

• Set clear objectives for what you hope to change through the scheme: for both participants and the wider organisation;
• Agree the participant commitment: it is generally good practice for participants to commit to meeting for at least six months and to meet at least six setting out objectives and expectations and benefits to both parties;
• Trust: reverse mentoring requires the trust of each party and a willingness to learn from each other. The goal should be to push participants beyond their comfort zones and encourage them to try new ways of thinking, working and behaving. Consider how you will prepare both parties in this respect;
• Matching: it helps to know a little bit about each participant and not to pair people from the same team. This enables both parties to speak freely outside of the management line;
• **Training:** mentors in particular, may not feel confident challenging a senior colleague. Providing them with tools and guidance on this can be helpful;

• **Confidentiality:** the relationship should be private so avoid disclosing who the participants are unless both parties consent. Within the relationships, participants operate under the assumption that conversations are confidential unless otherwise agreed;

• **Regular touch points:** mentors may need more support than mentees, so it will be useful to provide a contact for on-going queries and to provide opportunities for periodic review;

• **Relationship challenges:** not all pairings will be successful and this is to be expected. If challenges occur, the contact point should assess if there are ways to broker a way forward and if not facilitate a clean, no blame conclusion to the pairing, assessing whether there are options for an alternative match;

• **Assessing outcomes:** at the end of the six-month period, it will be useful to capture the outcomes of the scheme.
Black History Month Quiz

1. Dr Martin Luther King made his famous ‘I have a Dream’ speech on the 28th August in what year?
   a. 1963
   b. 1969
   c. 1974

2. Four years after the murder of Stephen Lawrence in April 1993, the then home secretary, Jack Straw announced the establishment of an inquiry into his death. What was it called?
   a. The McGregor Smith Review
   b. The McPherson Review
   c. The McWilliams Review

3. Who played T’Chilla/Black Panther in the Marvel Cinematic Universe?
   a. Jamie Foxx
   b. Chadwick Boseman
   c. Chris Rock

4. John Blanke, an African trumpeter, has his face inscribed into a 60ft long roll depicting the prestigious Westminster Tournament of 1511 - an elaborate party - that Henry VIII put on to celebrate the birth of a son.
   a. True or False?
   Source: [https://www.bbc.co.uk/news/newsbeat-52939694](https://www.bbc.co.uk/news/newsbeat-52939694)

5. In 1919, race riots took place in Glasgow, Liverpool, Cardiff and other seaports across the UK. Many Black people had been brought to England from Jamaica to fight in WW1.
   a. True or False?

6. Who was the first Black woman to be elected to UK parliament in 1987?
   a. Dawn Butler
   b. Diane Abbott
   c. Florence Eshalomi

7. John Kent was Britain’s first Black Police officer (male). When was he in the police?
   a. 1955 – 1976
8. Ore Oduba, a television and radio presenter won which TV competition in 2017?
   a. Strictly Come Dancing
   b. Masterchef
   c. Celebrity Bake off

9. On August 24, 1981, Charles Chapman became the first Black swimmer to swim across what geographical water region?
   a. Lake Windemere
   b. English Channel
   c. Irish Sea

10. Who was the first Black male football player to captain England?
    a. Paul Ince
    b. Ashley Cole
    c. David James
Reading List

We have collated this collection of resources as a guide to help you raise awareness of the Black Lives Matter movement and understand discussions around race and discrimination.

A range of resources are signposted, not all of which will have been read by the Inclusive Employers Team yet. We advise reader discretion.

**Articles**

- [75 things white people can do for Racial Justice](#)
- [How to support Black Lives Matter, wherever you are](#)
- [Why I am no longer talking to white people about race](#)

More articles on the Black Lives Matter movement can be found on the Guardian [here](#).

**Books**
Inclusive Employers, Black History Month Toolkit 2020

‘Brit(ish): On Race, Identity and Belonging’ by Afua Hirsch
Me and White Supremacy: How to Recognise Your Privilege, Combat Racism and Change the World by Layla Saad and Robin DiAngelo
Natives: Race and Class in the Ruins of Empire by Akala
White Fragility: Why It’s So Hard For White People to Talk About Racism by Robin DiAngelo
Why I am no longer talking to white people about race by Reni Eddo-Lodge

More books on how to have discussions about Race can be found here.

Videos

‘Akala on Racism against Blacks in the UK’
Angela Davis: ‘This moment holds possibilities for change we have never before experienced’
An interview with the founders of Black Lives Matter
Ashley Banjo Speaks Out On Racism – Good Morning Britain
Black Lives Matter explained: The history of a movement
Brit(ish): On Race, Identity and Belonging by Afua Hirsch
Everyday Racism: What Should We do? – Akala
George Floyd: ‘As a Black American I am terrified’
Stephen Lawrence’s Brother Calls on Boris Johnson to Take Action Against Racism|Good Morning Britain

Websites

www.56blackmen.com
www.blacklivesmatter.com
www.blackthrive.org.uk