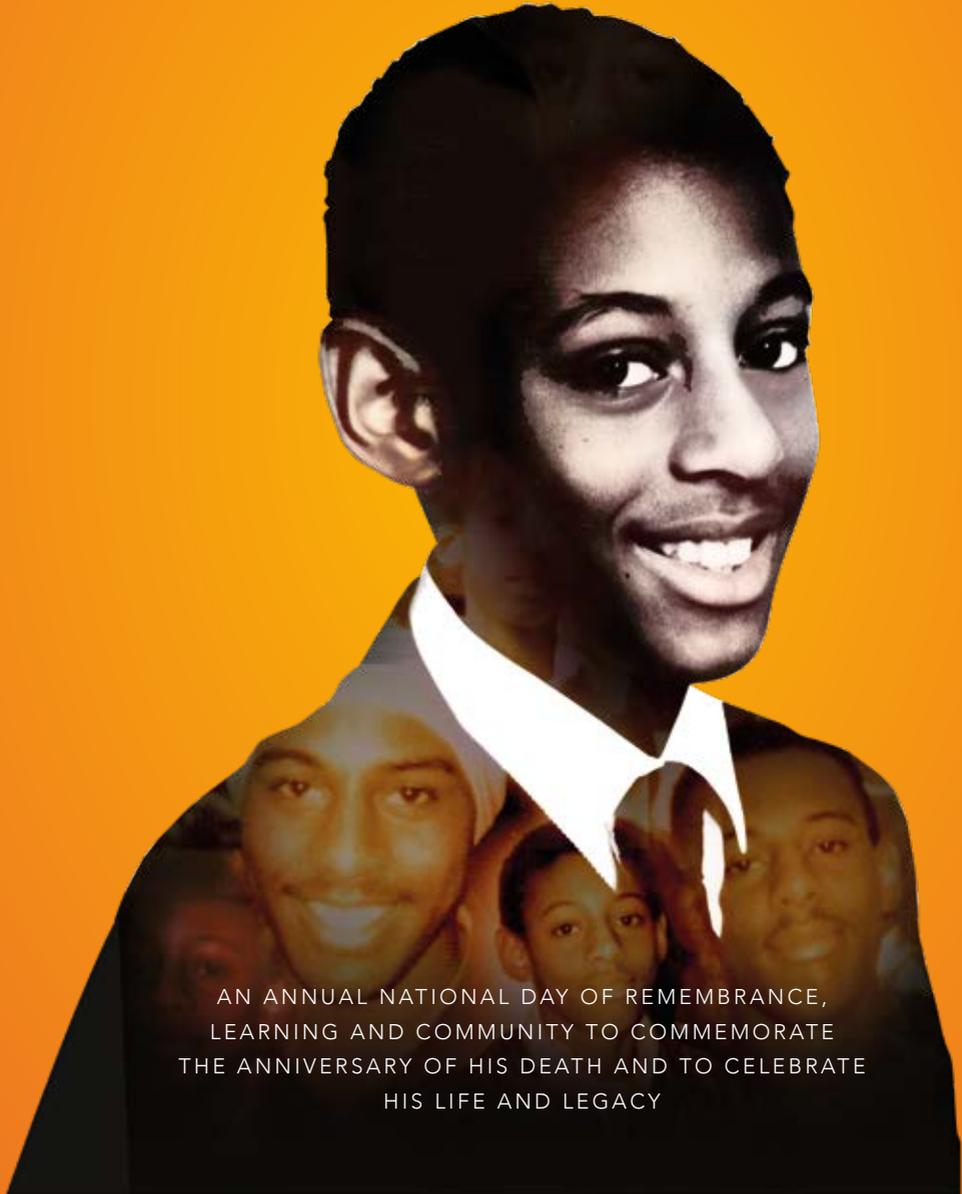


INFORMATION FOR SCHOOLS

STEPHEN LAWRENCE DAY

22 APRIL



AN ANNUAL NATIONAL DAY OF REMEMBRANCE,
LEARNING AND COMMUNITY TO COMMEMORATE
THE ANNIVERSARY OF HIS DEATH AND TO CELEBRATE
HIS LIFE AND LEGACY



Marcus Dove – And Still She Rises

INTRODUCTION BUILDING HOPE FOR THE FUTURE



The 22 April 2018 marked the 25th Anniversary of the senseless murder of my son, Stephen Lawrence, a young man who had a bright future

ahead of him. At the memorial service to celebrate his life, the Prime Minister Theresa May announced the Annual National Day of Remembrance and Commemoration of Stephen which is to be held on 22 April. I warmly invite you and your school community to use the memory of Stephen's life and legacy as an opportunity for influencing the lives of the children and young people in your care.

Stephen's story is both challenging and inspirational. I wish for Stephen's name not to be identified just by his murder but by the mark he has left on this country and the wider world and for the role model he was and continues to be.

The lessons of fairness and respect must start early if we are to have a truly fair and civilised society, free from discrimination where we all play our part as active citizens. It is my belief that these values are strongest when anchored and embedded into a school's culture and explicitly taught through the curriculum. Whether you are in an Early Years, primary, secondary, special, sixth form or other school setting or in an urban or rural location, my vision is that Stephen's Annual National

Day will serve as a focus for your school community to engage in activities that empower young people to **live their best life**. Through these activities, my hope is that all pupils will value cultural diversity and develop the skills and confidence to challenge racism and discrimination and to embrace inclusion.

Stephen's death and the subsequent investigation by the police revealed aspects of our country about which we cannot be proud. Against a backdrop of loss and grief I have worked to highlight injustice which resulted in significant changes to the law in Stephen's name and memory. Stephen's Day is supported by all political parties: it is intended to challenge the very way we think about and understand race and diversity.

Stephen's life story, short though it was, provides a positive role model of a life well lived. He was a normal young person who made the most of everyday opportunities. He particularly loved drawing, running and had dreams and aspirations of becoming an architect. Because of Stephen's interests, we are privileged to be partners with Virgin Money London Marathon and The Royal Institute of British Architects (RIBA). These positive aspects of Stephen's story can inspire children and young people of all ages to **live their best life** and are an equally important part of Stephen's legacy.

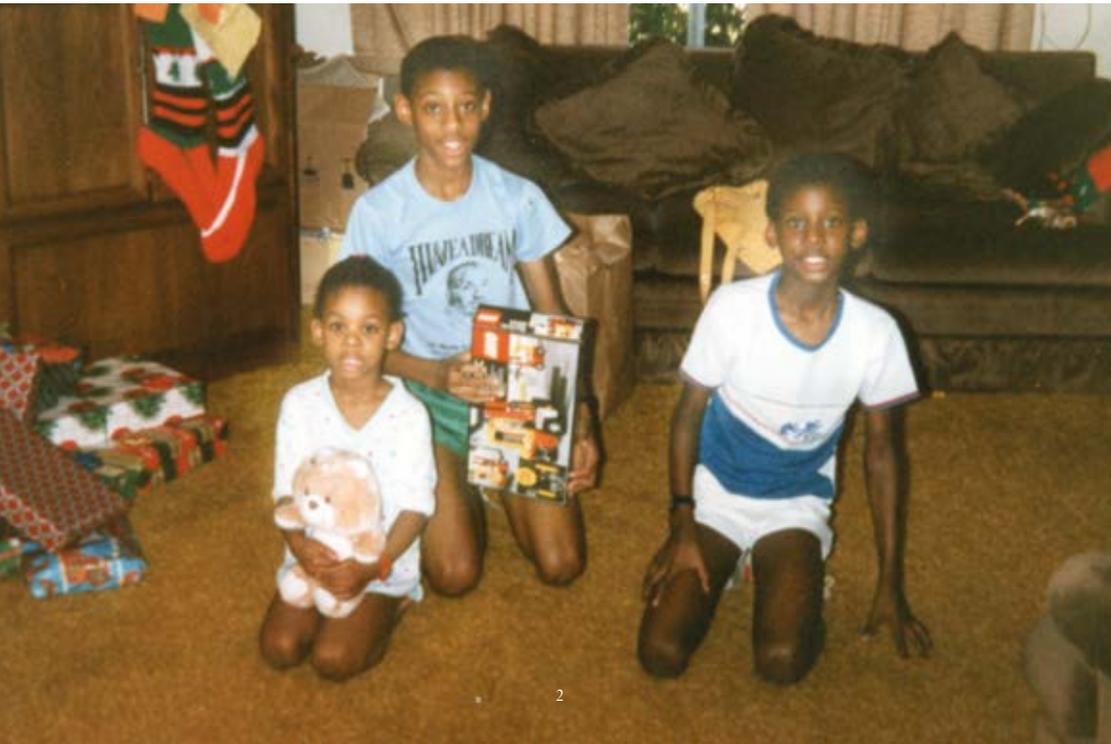
**Baroness Lawrence
of Clarendon OBE**

RESOURCES TO SUPPORT SCHOOLS

As Headteachers and Chairs of Governors you know your schools well and are best placed to identify activities which encourage every child and young person and their families and communities to challenge prejudice, discrimination and hatred in all its forms, and embrace diversity and inclusion.

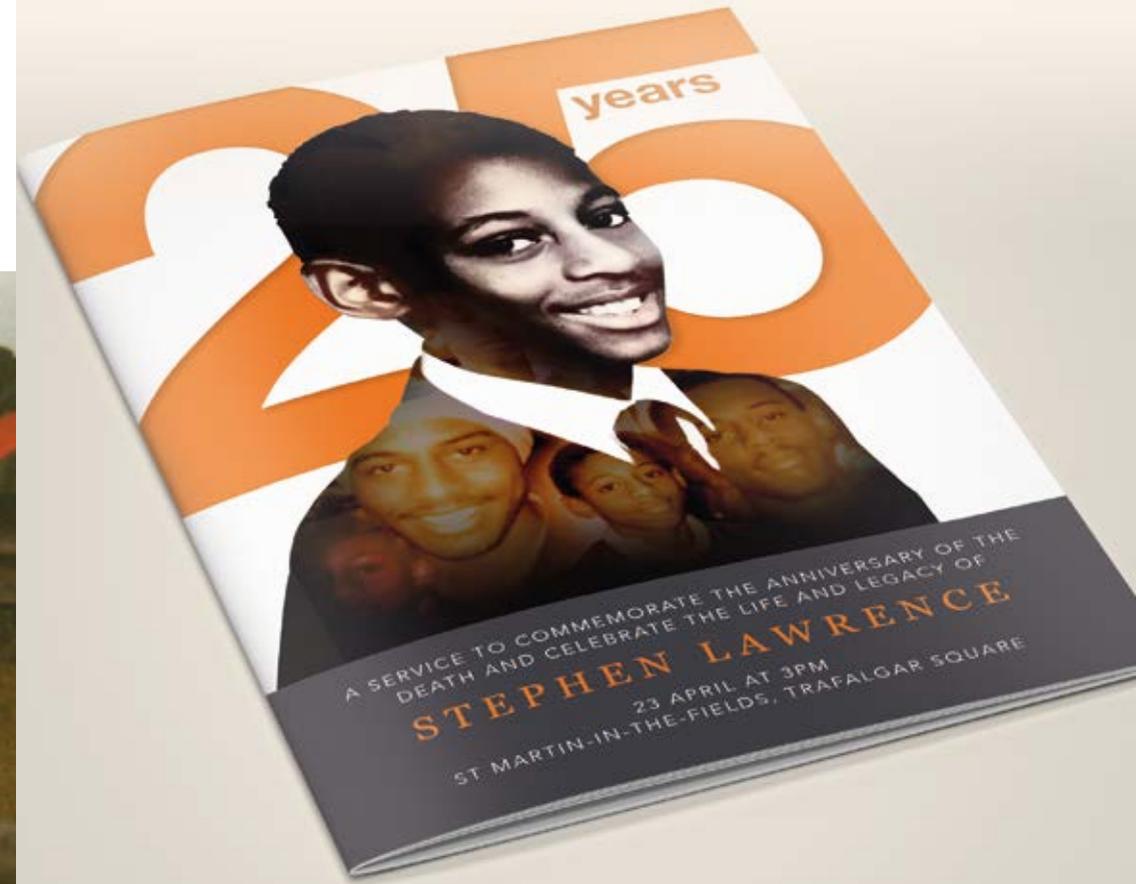
Working in partnership with schools and professional associations, we have developed a range of age-appropriate materials which include a staff briefing, suggestions for assemblies and a suite of further resources which allow for different curriculum entry points. These materials are available on the website www.stephenlawrenceday.org and can be used flexibly to support the children and young people in your school to understand the part they play as individuals in creating a society in which everyone can flourish.

This booklet is intended to provide you with a starting point for school-level engagement on or around 22 April. Going forward, our Foundation and the Research Centre at De Montfort University will provide further quality curriculum materials. These resources will be added each year as Stephen's Day is embedded into all schools' calendars and curricula to ensure a lasting legacy in his memory. Your school's contribution will be valued by the Foundation and other schools as part of a growing body of curricular exemplars in future years. Please share your school's activities and materials through our website.



A TIME FOR REFLECTION

I am sharing with you the booklet commemorating the 25th Anniversary of Stephen's death as an additional resource. Please take a few minutes to read this booklet and remember Stephen. There are three particular words that are important to Stephen's legacy: Truthfulness, Fairness and Respect. I invite you to consider these in relation to your own school's core values and the community you serve.





STEPHEN THE PERSON

HIS LIFE AND LEGACY
– *LIVE OUR BEST LIFE*

Stephen Lawrence Day (on or around 22 April) is an opportunity to use Stephen's life and legacy to enable and support pupils to **live their best life** by valuing and respecting their own lives and the lives of others.

At the heart of Stephen's legacy is a focus on building pupils' confidence and skills relating to emotional intelligence, resilience, respect and care. Stephen's Day should support children and young people to value difference, embrace diversity, behave responsibly and make positive choices to contribute as active, healthy, engaged citizens in multicultural Britain.

STEPHEN'S STORY

A TIMELINE OF KEY EVENTS AND CHANGES THAT HAVE BEEN BROUGHT ABOUT IN STEPHEN'S NAME



EARLY YEARS AND PRIMARY

Loved by family and friends; enjoyed school and many other activities

- 13 September, 1974 – Stephen Lawrence was born
- Loved by his family – Mum (Doreen), Dad (Neville), brother (Stuart) and sister (Georgina)
- Attended nursery and school in south London
- Loved school – maths, art, PE and playing with his friends were his favourites
- He was kind and generous to his brother and sister and others

LOWER SECONDARY

Enjoyed school, worked hard, interested in music and building on his art interests

- Attended Blackheath Bluecoats Secondary School in London
- Loved his friends and was generous with other pupils, particularly those who may have been excluded or marginalised by others
- He enjoyed being entrepreneurial around his interests; painting pictures of friends and printing t-shirts



UPPER SECONDARY

Worked hard, dreamed of studying architecture, mini-marathon runner and fund-raiser

- Kind and aspirational – enjoyed helping others by setting himself personal goals; signed up for the Greenwich Mini-Marathon and raised money for Great Ormond Street Hospital
- Alongside his studies, music, running and drawing all featured as favourite pastimes as he transitioned to upper secondary

THE TRAGIC MURDER



22 APRIL 1993

Stephen Lawrence murdered.

The 18-year-old is stabbed to death in an unprovoked racist attack by a gang of white youths as he waits at a bus stop in Eltham, south-east London, with his friend Duwayne Brooks

23 APRIL 1993

Suspects identified. The day after the murder, a letter giving the names of the suspects is left in a telephone box. Police surveillance begins on their homes four days later

4 MAY 1993

Family express frustrations. Stephen's family hold a press conference to complain not enough is being done to catch the killers

6 MAY 1993

The Lawrence family meet Nelson Mandela

29 JULY 1993

Charges dropped. The Crown Prosecution Service (CPS) drops the prosecution saying the ID evidence from Duwayne Brooks is unreliable

22 DECEMBER 1993

Inquest halted. The Southwark coroner, Sir Montague Levine, halts an inquest into Stephen's death after the family's barrister, Michael Mansfield QC, says there is "dramatic" new evidence

APRIL 1994

CPS refuses to prosecute. The CPS says there is insufficient evidence to bring charges based on the new evidence, which was believed to be the identification of further suspects

DECEMBER 1994

Police surveillance. Covert video shot over several days in Dobson's flat captures him and Norris using strong racist and violent language. Neil Acourt and Luke Knight are also caught on camera using violent and racist language

AUGUST 1995

Neil and Jamie Acourt, Luke Knight, Gary Dobson and David Norris appear at Belmarsh Magistrates for committal hearings.

18 – 25 APRIL 1996

Private prosecution fails. The murder trial begins against Neil Acourt, Luke Knight and Gary Dobson at the Old Bailey, but the case collapses when Mr Justice Curtis rules that identification evidence from Brooks is inadmissible. Acourt, Knight and Dobson are found not guilty. Not guilty verdicts had to be entered at the direction of the judge after legal arguments

14 FEBRUARY 1997

Daily Mail front page. The Daily Mail newspaper uses its front page to name the five men it says killed Stephen Lawrence. It invites them to sue if it is wrong

FEBRUARY 1997

Doreen Lawrence has initial meeting with Jack Straw, Home Secretary

MARCH 1997

Police Complaints Authority investigation. The Kent Constabulary launches its probe into police conduct, which nine months later highlights "significant weaknesses, omissions and lost opportunities" but it says there is no evidence of racist conduct

JULY 1997

Public inquiry announced. Jack Straw says there will be a judicial inquiry into the killing and subsequent investigation, to identify lessons for police in dealing with racially motivated crimes. It will be chaired by Sir William Macpherson, a retired High Court judge

JULY 1998

Police apology. The Lawrence family call on the Metropolitan Police Commissioner, Sir Paul Condon, to resign. He apologises to them when he appears in October, admitting there had been failures

FEBRUARY 1999

Macpherson report published. It accuses the Metropolitan Police of institutional racism and makes 70 recommendations, many aimed at improving police attitudes to racism. It also includes some proposals for changes in the law, including strengthening the Race Relations Act to try to clamp down on discrimination

SEPTEMBER 2002

Norris jailed. David Norris and Neil Acourt are jailed for 18 months for a racist attack on an off-duty police officer in Eltham in 2001. Norris, a passenger in a car driven by Acourt, threw a drink and shouted racist abuse at the black officer

JULY 2006

BBC documentary. A BBC documentary investigating the case raises fresh questions about the prime suspects, prompting the Metropolitan Police to review their evidence. In October 2007, the Independent Police Complaints Commission says it has found no evidence of wrongdoing by an officer as alleged in part of the documentary

NOVEMBER 2007

Forensics review. Police confirm they are investigating new forensic evidence in the case after a police review, staffed by 32 officers, was launched the previous summer. It examined evidence gathered at the time, looking at opportunities to use new technology to find leads

FEBRUARY 2008

Memorial opens. Doreen Lawrence opens the £10m Stephen Lawrence Centre for Architecture in honour of her son. Two weeks later vandals smash its windows in a suspected racist attack

1993

7 MAY – 23 JUNE 1993

Suspects arrested and two charged. Police arrest brothers Neil and Jamie Acourt, David Norris, Gary Dobson and Luke Knight, and search their homes. Neil Acourt and Luke Knight are identified by Duwayne Brooks at ID parades as part of the gang responsible

1993 – 1994

SEPTEMBER 1994

Private prosecution launched. Stephen's parents, Doreen and Neville Lawrence, launch a private prosecution against Gary Dobson, Luke Knight and Neil Acourt. All three deny the charges. A private prosecution is the same as a standard criminal trial but not brought by the CPS

1994 – 1997

13 FEBRUARY 1997

Inquest verdict. The inquest resumes and the five suspects refuse to answer questions. A verdict of unlawful killing "in a completely unprovoked racist attack by five youths" is delivered by Sir Montague Levine

1997 – 1998

OCTOBER 1997

The inquiry's Preliminary Hearing is held in Woolwich.

MARCH 1998

Inquiry opens. The five suspects are told to give evidence or face prosecution. In June, they appear and are pelted with bottles by protesters as they leave, after being accused of being evasive

1998 – 2005

MAY 2004

Trial ruled out. The CPS finally announces there is insufficient evidence to prosecute anyone for Stephen's murder following a review

APRIL 2005

Double jeopardy scrapped. Government drops the legal principle which prevents suspects being tried twice for the same crime subject to new evidence

2006 – 2009

FEBRUARY 2009

Report anniversary. Ten years on from the Macpherson Inquiry, a report from a member of its panel, Dr Richard Stone, says the police have made significant progress in reforming but charges of racism remain. Justice Secretary, Jack Straw, says the Metropolitan Police is no longer institutionally racist, but Stephen's mother says police still fail black Britons



JULY 2010

Dobson jailed. Gary Dobson starts a five-year jail term for supplying a Class B drug after being caught during a sting by the Serious Organised Crime Agency (SOCA)

MAY 2011

Two to face trial. Gary Dobson and David Norris are to face trial over the murder of Stephen Lawrence following a review of new and compelling forensic evidence. The Court of Appeal decides there is enough new and substantial evidence to allow Dobson's acquittal to be quashed. The pair had been charged the previous September

JANUARY 2012

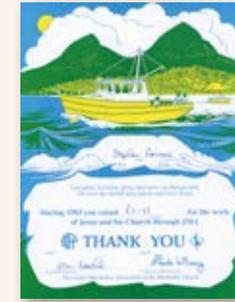
Guilty of murder. Dobson and Norris are both found guilty of murder at the end of a six-week trial into the death of Stephen Lawrence. During the trial, the court hears that microscopic evidence found on clothing belonging to the accused links them to the murder. The jury takes two-and-a-half days to reach its decision. Both men receive life sentences; Dobson is jailed for a minimum of 15 years and two months, Norris for 14 years and three months

JUNE 2013

Former police officer "spied" on Lawrence family. The Prime Minister calls for an immediate investigation into reports the police wanted to smear Stephen Lawrence's family. The Guardian claims former officer, Peter Francis, went undercover to infiltrate the family's campaign for justice in 1993. Mr Francis tells the paper and Channel 4's Dispatches programme he was looking for "disinformation" to use against those criticising the police

MARCH 2014

A new public review. On a dramatic day of developments, a review into the original murder investigation, by the barrister, Mark Ellison, finds that an undercover Metropolitan Police officer worked within the "Lawrence family camp" while an inquiry into the handling of the murder was underway. It also finds there are reasonable grounds to suspect at least one detective on the team was corrupt. This leads Home Secretary, Theresa May, to announce a new public inquiry into undercover policing. A separate report into Operation Herne – an investigation launched by the Metropolitan Police into the allegations made by former undercover officer, Peter Francis, finds no evidence to back claims he was tasked to smear the Lawrence family. It does however find failings regarding allegations about undercover officers indulging in inappropriate sexual relationships



MARCH 2015

Public Inquiry into undercover policing. A public inquiry chaired by Lord Pickford into the abuse of undercover techniques by police officers is launched. While its scope is wide – it includes, for example, the use of dead children's names in fake identities – one of its main focus points is the infiltration of the Lawrence campaign for justice. Over the next three years the inquiry suffers setbacks due to a burgeoning list of participants and issues around revealing the identities of former undercover police officers. In March 2018, campaigners stage a walk-out during proceedings and call for the Inquiry's current chair, Sir John Mitting, to step down from his post

MARCH 2016

Officer "had case to answer". The police watchdog finds ex-Metropolitan Police Commander, Richard Walton, would have had to answer a case for misconduct after meeting an undercover police officer during the Stephen Lawrence inquiry. Mr Walton met the officer in 1998, allegedly obtaining information about the Lawrence family and their supporters. The watchdog said he would have faced a disciplinary hearing but had retired. Lawyers for Neville Lawrence unsuccessfully urged the force to halt Mr Walton's retirement earlier that year. Mr Walton said the Metropolitan Police had rejected the watchdog's findings and "did not plan to bring misconduct proceedings"



APRIL 2018

Investigation "unlikely to progress". Doreen Lawrence tells the Daily Mail she believes detectives have run out of lines of inquiry and calls on them to "be honest" about the likelihood that anyone else will be convicted over Stephen's murder
The documentary, **Stephen: The Murder That Changed A Nation**, airs on the BBC

2010 – 2011

NOVEMBER 2011

Trial begins. The trial of Dobson and Norris begins at the Old Bailey. The jury hears that Stephen's DNA was found on the defendants' clothes

2012 – 2013



2014



2015

OCTOBER 2015

Police corruption investigation. The National Crime Agency (NCA) confirms it has been investigating alleged police corruption during the 1993 murder inquiry for months. The new investigation is prompted by the findings of the 2014 Ellison Review. Any findings are to be reported back to the police watchdog and could result in criminal or misconduct proceedings

2016 – 2018

SEPTEMBER 2016

Handbag strap mystery. Scotland Yard announces it has received "significant information" after a BBC Crimewatch reconstruction. Detectives attempt to identify a woman whose DNA was on a handbag strap found close to the murder scene and a separate possible witness

2018

APRIL 2018

National Day announced to commemorate Stephen Lawrence's life. A statement is made by Prime Minister, Theresa May, as she attends memorial service marking 25th anniversary of murder
Stephen Lawrence Day will be celebrated each year on 22 April.

STEPHEN LAWRENCE DAY

LIVE OUR BEST LIFE

The central theme of Stephen Lawrence Day is **Live Our Best Life**.

The core purpose is to engage the hearts and minds of young people of all ages through Stephen's story and its relevance to them and their lives. The suggested activities are structured around Stephen's life and interests as well as the very important aspects related to the themes outlined below:

Living Our Best Life: What does it mean and look like?

- Behaviours and dispositions: kindness, care, fairness and respect.
- Having high aspirations.
- Seizing opportunities.
- Achieving success.
- Resilience.
- Courage.
- Determination.

Democracy and Justice: Racism and Institutional Racism

- Why discrimination and racism is still an issue in society today.
- Race, history and identity: understanding and respecting your own and others' cultural backgrounds and histories.
- Stephen's family are tireless in their pursuit of justice.
- Stephen: The Murder that Changed a Nation and the law.
- New definitions of "racist incident" and "institutional racism".

Identity and Diversity: Living in diverse societies

- Striving for an inclusive society.
- Making children's voices heard.
- Standing up for what is right.
- Engaging communities in positive actions to eliminate racism and discrimination in all its forms.
- Schools reflecting on how their culture and actions at every level support diversity, inclusion and success for every child.
- Being safe, healthy and happy.
- Contributing positively to British society.

Hope from Tragedy: A creative and powerful legacy

- The Stephen Lawrence Day Foundation entirely donation funded, offered a wide range of support and bursaries to underrepresented groups and talented young people who are disadvantaged.
- Architecture: Stephen's dream. A profession requiring diligence, creative flair and sensitivity to place, space and the environment.
- London Marathon: Reflects Stephen's love of running. Inspires persistence and resilience. Encourages generosity to others (sponsorship).

GUIDING PRINCIPLES

The themes on the facing page are a starting point only and Stephen's Day will ideally:

1. Engage the hearts and minds of young people through Stephen's story and explore its relevance to them and their future lives.
2. Begin with an Assembly/Tutorial around Stephen's life and lead to additional follow-up activities at whole school and classroom level as time permits.
For example: Entry points for extended study could include curricular areas such as PSHE, Citizenship, History, English and Literacy, PE (Run a Mile in Stephen's memory) and the Built Environment.
3. Engage children and young people in age and context appropriate activities, which celebrate each child's uniqueness and heritage.
For example: The activities should also directly challenge racism and discrimination and associated behaviours such as bullying, disrespect and injustice.
4. Promote and encourage the growth of pupil/student voice through collaborative and group activities so that students' "Voices of Transformation" are able to articulate how they can effect social change in relation to discrimination, fairness, inclusion and standing up for what is right. Engaging in these activities from the Early Years and in the security of their own schools and communities should foster positive actions in developmentally appropriate contexts.
5. Use a range of different learning experiences and opportunities such as ethical dilemmas in the classroom and school to develop pupils' skills and values related to care, respect and fairness.
6. Encourage school leaders and governors to revisit policies and practices in relation to tackling and challenging discrimination and racism.
For example: The focus should include conscious and unconscious discrimination: within classrooms, across the curriculum and within the wider school and community culture. It should particularly focus on, and challenge, the barriers facing our most vulnerable pupils who are far less likely to succeed in achieving their dreams.
7. Provide an opportunity for schools and their local communities to come together to deliver a range of positive activities for all school-aged children to build on Stephen's legacy from year to year.
For example: Encourage local community partnerships through guest speakers, community activities and parent forums to build and/or strengthen positive relationships which promote mutual trust, fairness and respect across all races. Working with parents/carers to understand their role in tackling discrimination and racism.

Stephen's memory and legacy is to be an annual event and will hopefully become part of your curriculum and culture. Building on each year's events by showcasing and sharing curriculum resources and related activities will strengthen and deepen children's understandings related to **living our best life**.

STEPHEN LAWRENCE INSPIRES US TO “LIVE OUR BEST LIFE”

CURRICULUM STARTING POINTS

AN ILLUSTRATION

EARLY YEARS AND KEY STAGE 1

Assembly themes: The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

Themed lessons: Examples include:

Me and my family: Draw on parts of Stephen’s story to involve children in exploring their own histories and families, including engaging children in discussions about accepting and respecting others from different families.

History and identity: Use literature to focus on children’s individual histories and identities, and to highlight how communities are changing in the UK, such as “Happy in Our Skin”, or “No Matter What” and other suggested titles on the annotated reading list, provided by The Centre for Literacy in Primary Education (CLPE).

School activities: Examples include: Making children’s voices heard: Art/Craft activity related to the theme of “We Are All Special”, “Live Our Best Life” or other themes related to diversity and inclusion. Engaging staff in workshops around racism, diversity and inclusion.

Parents, community and fundraising: Examples include: Joining together for a community project which builds cohesion and respect, e.g. building a community garden, having a community shared dinner or BBQ.

PRIMARY: KEY STAGE 2

Assembly themes: The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

Themed lessons: Examples include:

Literacy: Research and write a biography of someone who has inspired you to “Live Your Best Life”.

Class and individual reading: “The Promise”, “Life Doesn’t Frighten Me”, “What is Race?”, “The Island” and other suggested titles on the annotated reading list.

History: Explore other people who have “stood up for social justice and equal opportunities”, including, for example, Nelson Mandela, Marie Curie and Emmeline Pankhurst.

School activities: Examples include: Leaders: examine your school’s culture and actions at every level in order to tackle racism, support diversity, inclusion and enable the success of every child. Pupils: Encourage pupils to lead assemblies on related topics and suggest ways to improve respect, diversity and inclusion in their school.

Parents, community and fundraising: Examples include: Parents, staff and pupils could Run a Mile for Stephen (to link with London Marathon). Fun Run for younger children. Raise money for a charity of choice or the Stephen Lawrence Day Foundation.

LOWER SECONDARY: KEY STAGE 3 AND 4

Assembly themes: The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

Themed lessons: Examples include:

English: Research and write a biography, or present a short talk, about someone who inspires you to “Live Your Best Life” (see BBC2 TV Icons. The greatest person of the 20th century).

PSHE: Examine differing views about the use of conscience as a guide to moral decision-making. Explore knowledge and understanding of religious, philosophical and/or ethical thought and teaching. Resources: ethical dilemma lessons available, provided by The Philosophy Foundation.

School activities: Examples include: Pupils: Explore how pupils can use their voice to say ‘no’, or seek help if vulnerable to gang related behaviour, or knife crime, etc. Leaders: Audit your school’s register of racist incidents and reporting of these.

Parents, community and fundraising: Examples include: Explore with parents (for example, through a workshop or newsletter) how their own language, actions and attitudes influence and shape their children’s language, actions and attitudes.

UPPER SECONDARY: KEY STAGE 5

Assembly themes: The relationships that shape our world. Working together to make a better world. Changing the narrative of our world. Finding our place in the world. Building a better world.

Themed lessons: Examples include:

History, politics and law: Use the Stephen Lawrence Research Centre & Archive to access a wide body of resources, including legal manuscripts, historical archive material and academic sources. Examine topics related to institutional racism from historical, political or legal perspectives, including the important changes to the law related to “double jeopardy”.

Built Environment: Class or group activities could include designing solutions to local planning and/or regeneration projects, such as futuristic designs of eco-friendly and environmentally sustainable buildings.

School activities: Examples include: Staff: workshops around racism, diversity and inclusion. Leaders: Audit your school’s register of racist incidents and reporting.

Parents, community and fundraising: Examples include: Explore with parents (for example, through a workshop or newsletter) how their own language, actions and attitudes influence and shape their children’s language, actions and attitudes.

EXTENDED ACTIVITIES

COMMUNITY ENGAGEMENT

Communities are the bedrock of our schools: they should support, engage and look out for children and young people. Teaching respect and care for each other in line with the Equality Act (2010) is a shared responsibility between schools, parents and their wider communities.

For communities we will develop toolkits, showcase good practice and collaborate with national organisations and grass roots community groups, who are unified in their objective to deliver effective social action projects, including early intervention work. A small grants programme will be made available to support these initiatives.



UNITING COMMUNITIES



In 2013, a community of artists came together, unified around the common purpose of raising funds to enable Baroness Lawrence to continue her important work.

SUPPORTING MATERIALS

The Life of Stephen Lawrence

by Verna Allette Wilkins

And Still I Rise by Doreen Lawrence

The Stephen Lawrence Day Foundation

provides a wide range of resources and support for schools stephenlawrenceday.org

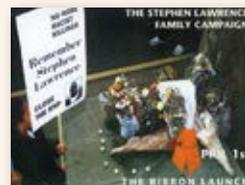
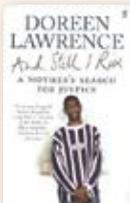
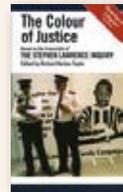
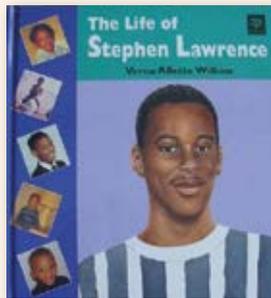
The Colour of Justice by Richard Norton-Taylor (Play)

The Murder of Stephen Lawrence (Film)

Stephen: The Murder that Changed a Nation (BBC Documentary)

Three BBC-commissioned short films for use with pupils:

- Diversity and Identity
- Racism and Institutional Racism
- Democracy and Justice



STEPHEN LAWRENCE DAY FOUNDATION

For 20 years, Baroness Lawrence has campaigned tirelessly for fairness, justice and equality for all. We are proud of our continuing commitment to supporting young people from disadvantaged backgrounds to create a fairer society in which everyone, regardless of their background, can flourish. Last year oversaw the support of over 2,000 young people through training, mentoring, bursaries and other activities.

Some of the highlights of our work last year include:

- Our Careers Programme provided 1-2-1 advice, bursaries, career guidance, industry talks and work experience leading to real jobs to over 2,500 young people aged 13-30.

- In 2020 Baroness Lawrence launched The Stephen Lawrence Day Foundation, established amid unprecedented growing global awareness of racial inequality, exists to inspire a more equal, inclusive society, and to foster opportunities for marginalised young people in the UK. The Foundation is the home of Stephen Lawrence's legacy and has education at its core. We describe what we do in 3Cs: Classrooms, Community and Careers. We are developing programs and activities around the 3Cs that run 365 days a year, with each 22 April a point to recognise and celebrate the progress made.

The Foundation relies on charitable donations for its survival. To support the work we do visit stephenlawrenceday.org/donate

STEPHEN LAWRENCE RESEARCH CENTRE & ARCHIVE

Stephen Lawrence's shocking murder and his inspiring legacy have had profound effects on British history and society.

Twenty-five years on, we know there is still much more to understand if we are to combat racism and make meaningful changes to attitudes and society. That mission will drive the work of the Stephen Lawrence Research Centre & Archive at De Montfort University.

The university's academic strength and its commitment to the public good form the cornerstones of the centre and its work,

which will focus on the histories of BAME Communities in the UK, politics and practice of institutional racism, denials of justice, and the psychology of racial violence.

Set within an inspiring research and exhibition space, the centre will also be home to a comprehensive archive celebrating the life and legacy of Stephen Lawrence. Schools are invited and encouraged to visit the Research Centre and engage with these materials and resources.

www.dmu.ac.uk/slrc

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