Kaleidoscope Network Principles

Members pledge to the following:

1: Check our white (and other privileges)
- Powerful institutional structures - like universities - continue to marginalise BAME/people of colour (POC), perpetuate anti-blackness and promote white privilege
- White privilege is **structurally embedded** and not necessarily about specific individuals; we all need to take responsibility for challenging rather than reproducing it
- Watch [Khalwant Bhopal on White Privilege in Universities](#)

2: Actively listen (don't speak…yet!)
- Respect and believe POC (students and staff) when they speak including acknowledging the obstacles they face in having their voices truly heard
- Resist *erasing* experiences of racialised marginalisation by derailing or deflecting the discussion away from anti-racist work.
- Avoid *gas-lighting*
- Make informed opinions, before speaking:
  - Watch Professor Shirley-Anne Tate’s talk about [unconscious bias training](#)

3: Actively learn – read & reflect
- Read books on racism, colonialism and misogyny and other forms of structural disadvantage written by POC and anti-racist allies
  - see the [KN Reading & Resource List](#)
- Read with an open mind; reflecting on it carefully. This may be unsettling (see point 4) but it may be part of the learning process
- It will help develop your understanding of how the oppressive system of institutional racism works (in HE) and impacts POC.
- It will also help understanding our individual complicity within that system and ways we can change that
  - see for example: *Why I am no longer talking to white people about Race* by Reni Eddo-Lodge
- **Intersectional anti-racism work is hard.** Be aware of ‘micro-aggressions’ and harm caused by the terms being used, including the historical context in which they have emerged
  - see for example: *A Q&A with Mary Rowe on the microinequities of quiet discrimination*
4: Reflect more - sit with / breathe through any discomfort

- Reflect some more on what you have read and discuss it with your own circle (colleagues, departments etc.)
- Consider how your actions might be perpetuating institutional racism in HE or how you might be impacted by it
- Ask yourself what it means to be an intersectional anti-racist/anti-ableist/anti-colonial/feminist/queer/trans ally.
- Are you aware of how your identity plays out in different spaces – is it as inclusive as possible?
- What might you have to give up to be an effective ally e.g. defensiveness?
  ⇒ see: ’White Fragility’ by Robin Di’Angelo
- Participate when you feel able to be fully present or excuse yourself when your discomfort might be leaky and cause potential harm to others (see point 3)

5: Time to act - anti-racist (solidarity) work

- Speak up! Don’t just commit with words, stickers or lanyards
- Call out colleagues, students, keynote speakers and ‘management’ on (institutional) racism and its everyday effects
- Start within your own classes, modules and departments (and also family and social groups)
- Reflect carefully on how you can best implement ‘good intentions’. If you’re well-meaning but unaware of how what you say and do might impact/harm others, then re-visit points above.
- Do not speak FOR, but rather with POC - Resist talking about their trauma (or your own)
- Act in solidarity with POC who are taking action (see also point 2 above). It is important to challenge and change the conditions of racism and racialisation in our own contexts
  ⇒ see: Building the Anti-Racist University by Shirley Anne Tate and Paul Bagguley

Continue to reflect (on our ally-ship), listen and then listen some more.