

## Paul Stephenson

### ■ Biography

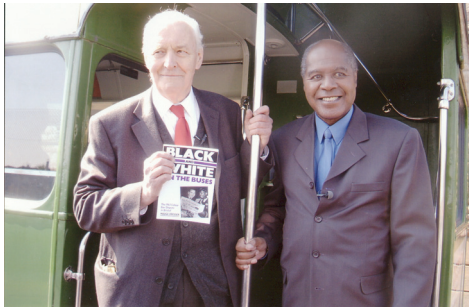
Date of birth: 6th May 1937  
Place of birth: Rochford, Essex  
Date of arrival in Bristol: 1962

Paul was born in Essex and went to Forest Gate Secondary School in London where he was the only Black child, and was also one of the few Black children living in the local area. In 1953 he became an air force cadet. He did his 'O' and 'A' levels in the Royal Air Force while doing National Service from 1953 to 1960.



Paul in RAF uniform  
Photo courtesy of Paul Stephenson

Paul arrived in Bristol in 1962, and was the first Black Social Worker. He founded the West Indian Development Council to campaign against racism in Bristol. This group was formed because of the ban on employing Black people on the Bristol buses. Their campaign drew attention to racism in Bristol. Within six months the Bristol campaign was successful and the ban was lifted.



Tony Benn (former MP and Cabinet Minister) and Paul Stephenson on the 40th anniversary of the Bristol Bus Boycott, in 2003.  
Photo courtesy of Paul Stephenson

Paul continued campaigning against racism and in 1964 he would not leave a pub that refused to serve Black people. He was arrested and as a result of this, the magistrate accepted that it was racism at the heart of the decision and the manager of the pub lost his job.

The Labour Leader of the Opposition at the time, Harold Wilson, told Paul he would introduce laws against racism and

in 1965 the first Race Relations Act was passed. Forty years later the Chair of the Commission for Racial Equality held an honorary reception for Paul to mark his contribution to establishing the Act.

In 1964 Paul was made President of the Bristol West Indies Cricket Club but then left Bristol to work in Coventry as a Senior Community Relations Officer until 1972. After this he went to London where he worked for the Commission for Racial Equality before returning to Bristol in 1992.

Paul was appointed the first Black member of the Sports Council. While in London, he worked with Muhammad Ali, the world famous boxer, setting up the Muhammad Ali Sports Development Association (MASDA) in Brixton. MASDA encouraged Black children to do sports they were not usually associated with such as tennis, angling and table tennis. He also chaired the Cleo Laine Schools' Music Awards from 1977 to 1982.

Paul says that role models such as Martin Luther King, Paul Robeson, Sugar Ray Robinson, Nat King Cole and Lord Leary Constantine, inspired him. Lord Leary became a personal friend.

Paul also campaigned against apartheid in South Africa (when Black and white people were forced to live and work separately), and he was given an award in 1974 from the United Nations for this work.



Paul and son with the boxer, Muhammad Ali  
Photo courtesy of Paul Stephenson

Paul has declared his support for the Abolition 200 commemorations and has chaired Bristol City Council's Committee overseeing the year's events. He feels if he had not taken the stand he did in 1963, it would have taken Bristol longer to admit to its role in the Transatlantic Slave Trade and the part played by famous Bristolians such as Edward Colston.

Recently he founded the Bristol Black Archives Partnership, of which he is a patron. This group looks after the records and objects of local Black people and makes them available to everyone. They hope that this will inspire similar projects throughout the country.

Paul has always been very involved in public life and has set up and chaired many associations. His work has been recognised in the many local and national awards he has won. On December 4th 2007 he became the first Black person to become a Freeman of the City of Bristol, in a ceremony at the Council House in Bristol.

Paul's message is:

“History is very important for understanding who we are, what's happening to us today and where our vision is for tomorrow.”

## Paul Stephenson

### ■ Teachers' Background Notes

Paul went to Forest Gate Secondary School where he was the only Black child and one of the few Black children in the Forest Gate area. In 1953 he became an airforce cadet. He did his 'O' and 'A' levels in the RAF while doing national service from 1953 to 1960.

Because of his personal experience of racism and exclusion in his schooling and national service years, he decided to study Sociology and Community Development in 1962 at University College, Westhill, Birmingham.

Role models such as Martin Luther King, Paul Robeson, Sugar Ray Robinson, Nat King Cole and Lord Leary inspired him. Lord Leary became a personal friend.

Paul arrived in Bristol in 1962 as the first Black Social Worker. He founded the West Indian Development Council, which was formed because of the ban on employing Black people on the Bristol buses. Their campaign drew attention to racism in Bristol and the need to rid the city of this particular practice.

This pressure group felt they shouldn't be excluded because of their colour. They saw what was happening in America at the time of the civil rights campaign and felt they also wanted a non-violent campaign in Bristol. Within six months the Bristol campaign was successful and the ban was broken.

Paul continued campaigning against Black people being excluded from public places and in 1964 would not leave a pub that refused to serve Black people. The result of his arrest and court case was that the magistrate accepted that racism was at the heart of the exclusion and the manager of the pub lost his job.

Harold Wilson, then Leader of the Opposition, told Paul he would introduce laws against racism, and in 1965 the first Race Relations Act was passed. Forty years later the Chair of the Commission for Racial Equality was to throw an honorary reception for Paul to mark his contribution to establishing the Act. Paul believes that people he had waged political battles with in the past attended the reception because they now saw things differently.

In 1964 he was made President of the Bristol West Indies Cricket Club but left Bristol to work in Coventry as a Senior Community Relations Officer until 1972. After this he went to London where he worked for the Commission for Racial Equality before returning to Bristol in 1992.

During this time Paul was appointed as the first Black member of the Sports Council. While in London he worked with Muhammad Ali setting up the Muhammad Ali Sports Development Association (MASDA) in Brixton. MASDA

encouraged Black children to do sports they were not usually associated with such as tennis, angling and table tennis. He had links with Denis Howell, the Sports Minister, and MASDA became one of the first Black organisations to use the House of Commons for social events. He remained MASDA's chair until 1985. He also set up the Cleo Laine Schools' Music Awards from 1977 to 1982 with Cleo Laine and her husband John Dankworth.

In 1975 he was appointed to the British Sports Council, which promotes sports throughout the UK. He campaigned against playing in apartheid South Africa alongside Sam Ramsamy, then an exiled South African, who was later to be appointed by Nelson Mandela as the President of the South African Olympic Committee. An award in 1974 from the United Nations marked his contribution as a spokesperson for the international campaign against apartheid and in October 1980 Paul was banned from entering South Africa.

Paul is chair of the Friends of Alfred Fagon and is advisor to the nominations committee of the Alfred Fagon Award. He was also made honorary president of Bristol's West Indian Parents' Association in 1979 and two years later was appointed to the Press Council, now the Press Complaints Commission. He also became a member of the Board of Directors of the Coach House Small Business Centre in St. Paul's in 1985.

Recently he founded the Bristol Black Archives Partnership, of which he is a patron. The aims of this group are to preserve the archives and objects of Black people and to make them available to everyone. He hopes this project will inspire others throughout the U.K. The material can help teachers to develop a relevant and inspiring curriculum.

Paul feels that had he not taken the stand he did in 1963, it would have taken Bristol longer to admit its role in the Transatlantic Slave Trade. He has declared his support for the Abolition 200 commemorations and the debate on Bristol's involvement in the Transatlantic Slave Trade.

In addition to the awards mentioned above, he has received the West Indian Publishers' Community Award 1988, Bristol City Community Award for Achievement and Services Rendered to the Black Community in Bristol 1988, Bristol West African and Caribbean Council Community Achievers' Award 1996, and Bristol City Council's One Person Can Make a Difference Award 2006. On 4th December 2007, with a unanimous vote, he became the 50th person since 1888 to be given the Freedom of the City of Bristol, and the first Black Freeman.

Paul's message is:

**“History is very important for understanding who we are, what's happening to us today and where our vision is for tomorrow. It is vital to take ownership of our history and to revisit it from time to time to ensure we have a clearer picture of our time and understanding of our humanity.”**

## Paul Stephenson

### ■ Suggested Activities

These are suggested activities based on Paul Stephenson's biography. The activities in bold print have a detailed lesson plan on following pages. Watch the DVD to see Bristol pupils from Glenfrome Primary and the City Academy interview Black Bristolian Paul Stephenson.

Foundation Stage/ KS1 Activities	KS2 Activities	KS3 Activities
<p><b>Bristol Bus Boycott*</b> Tell pupils story of the Bristol Bus Boycott and show them some photographs or the newspaper articles.</p>	<p><b>Bristol Bus Boycott *</b> Read sequence of events with class. Use newspaper articles.* <b>Drama.</b> In groups act out. Presentation to the class.</p>	<p><b>Newspapers and journalists</b> Use newspapers from 1963* to gather evidence about the events and characters of the Bristol Bus Boycott. (History)</p>
<p><b>Bus Journey</b> Go on a real bus journey to the bus station. Interview/Talk to a bus driver e.g. Polish bus driver.</p>	<p><b>Newspaper editorials</b> Research editorial articles in newspapers. Write an article for a newspaper of the times (1960s) arguing for Black people's rights to a job on the buses.</p>	<p><b>Reporting racism</b> <b>Media</b> How does the media report racism now? Visit from journalist. Interview. (Media wise organisation based in Bristol)* (Media)</p>
<p><b>Fairness on the buses</b> Make a bus, go on a 'journey'. Take it in turn to be the conductor and driver (fairness, equality) <b>Hot-seat the driver and conductor</b> <b>Wheels on the bus song.</b></p>	<p><b>Personal qualities</b> Discuss Paul Stevenson's bravery. Share examples of others who fought for peoples' rights – Rosa Parks and Martin Luther King – Civil Rights movement. Role play situations where pupils might be brave.</p>	<p><b>Communities</b> Pupils to draw mind maps of their local community showing the groups that they belong to e.g. Church, youth group, sports team etc. Pupils share contributions to create community map of Bristol. (Citizenship)</p>

\*See the resource list for details

## ■ Lesson Plan: Fairness on the buses

(PSED, K&U, CLL,MD)

### Learning objectives

- To recognise that racism is unfair and wrong.
- To consider how we can ensure things are fair in our setting.
- To use appropriate language to share opinions and explain views.

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Key words/phrases	Resources	Organisation/Grouping
Fair	Biography/pictures of buses	Whole class
Unfair	Resources to make a bus	Small groups
Racism	Sequence of events in Bristol Bus Boycott (BBB)	

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### Suggested activities

- Tell pupils the story of the BBB and share the photos of Paul Stephenson and others, responding to questions and generating discussion.
- Look at pictures of different buses (old and new). Pupils to talk about and compare what they can see and investigate. How does this relate to their real life experiences? Who works on buses? Where have they been on a bus etc.?
- Provide resources for pupils to make a bus – pupils take turns in conversation, plan and refine ideas. Talk about how many seats you will need, who will work on the bus, what you will take with you etc.
- Discuss how we will make sure that everyone can have a go at being the driver or conductor – is it fair to choose because of how we look etc.? How can we make it fair?

### Opportunities for child initiated experiences

- Role play – travel area (travel agent, bus station, airport etc. include lots of chairs so children can make the different forms of transport).
- Writing area – provide lots of examples of tickets, leaflets, timetables etc., from a wide range of countries and languages.
- Junk modelling and construction – models of buses and other transport.
- During independent activities focus on strategies with the children to make play fair and inclusive.

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**Recall** – Recall with pupils what and how they have been learning. How did we make sure that we were fair?

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### Learning outcomes/Success criteria

- Pupils will have engaged in processes that ensure inclusion and fairness.
  - Pupils can talk about equality and fairness.
  - Pupils can know that racism is unfair and wrong.
  - Pupils will know about Paul Stephenson and his contribution to Bristol.
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### Parent/Carer involvement

Go on a bus journey, talking about what you do and see.

## Paul Stephenson

### ■ Lesson Plan: Bristol Bus Boycott

(History, PSHE & Citizenship)

#### Learning objectives

- To know that change happened as a result of people fighting for their rights.
- To know that Black people have contributed to change for the better in our community.
- To understand how racism was part of Black peoples' lives in the 1930s.

Key words/phrases	Resources	Organisation/Grouping
Boycott	Biography/picture	Whole class
Omnibus	Bristol Bus Boycott (BBB) events	Mixed ability groups
Black (generic term for all non-white BME people)	Newspaper articles* Race Relations Act 1976* (RRA) Race Relations (Amendment) Act 2000	

#### Suggested activities (Pre-lesson activity – Read biography of Paul Stephenson)

- As a whole class read through BBB events. Discuss and ensure vocabulary is clear.
- Groups are given copies of newspaper articles to read, to decide at what point of the boycott the article was written and to pick out main points. Choose some important points to read out to the class.
- Drama of events – teacher to read through and pupils to act out.
- Groups plan on their own and then present to the class.

#### Plenary

- Discuss issues raised and tell pupils that the law has changed with regard to racism and discrimination.
- Share accessible version of RRA with pupils.

#### Learning outcomes/Success criteria

- Pupils know that Black people have fought successfully for their rights in Bristol.
- Pupils know that change happened in 1963 as a result of people's actions.
- Pupils understand how the RRA now protects people from racism and discrimination.
- Pupils know about Paul Stephenson and his contribution to Bristol.

#### Assessment opportunities

Pupils' understanding and use of vocabulary.  
Confidence to present these issues in a drama.

#### Homework task or Parent/Carer involvement

Write the editorial of a newspaper article arguing for Black people's right to work on the buses.

\*See the resource list for details

## ■ Lesson Plan: Newspaper reporting

(Media, English)

### Learning objectives

- To revise the vocabulary associated with newspapers.
- To use newspapers to gather evidence about the past.
- To learn about attitudes of people and society in the past.
- To know that Black and minority ethnic people have contributed to change in our society.

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Key words/phrases	Resources	Organisation/Grouping
Headlines	Biography and picture of Paul Stephenson.	Whole class
Interview	Enlarged copies of newspaper articles*	Groups
By-line	Sequence of events of Bristol	
Journalist	Bus Boycott* (BBB)	

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### Suggested activities

- Read sequence of events of BBB.
- Give groups task of using evidence (biography of Paul Stephenson, newspaper articles and photos) to build up picture of key characters – personal qualities and events.
- Groups to develop questions to ask, then role play newspaper reporter interviewing characters at different points in the sequence of events.

### Plenary

- Discuss issues arising from BBB.
- Pupils to consider what other evidence they could use to gather information from.

### Learning outcomes/Success criteria

- Pupils can demonstrate how they have used evidence to gather information about the past.
- Pupils know about Paul Stephenson and his contribution to Bristol.

### Homework task or Parent/Carer involvement

Watch TV to see interviewer ask questions.

\*See the resource list for details

## Paul Stephenson

### ■ Resources

- Media wise 0117 939 9332.
- Sequence of events in Bristol Bus Boycott included.
- Race Relations Act included.
- See original newspaper articles in Section 4 of this pack.
- Some themes/subjects covered during his interview featured on the DVD are: racism, Bristol Bus Boycott, achievements.

#### Contact details

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Name: Paul Stephenson

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Tel: 0117 962 3638/0780 077 7104

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Willing to be contacted by teachers for further questions? Yes

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Willing to come into school to talk to pupils? Yes

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## Paul Stephenson

### ■ Resources: Bristol Bus Boycott

#### Sequence of events

In April 1963 Bristol Omnibus Company (BOC) did not employ any Black staff on the buses.

There were no laws against racial discrimination.

A young man called Guy Reid-Bailey came to England from Jamaica. He lived in Bristol and wanted a job on the buses.

Paul Stephenson, an African-Caribbean youth worker in Bristol checked that there were jobs on the buses and that the qualifications that Guy had were good enough. He arranged an interview for Guy. When the interview had been confirmed he phoned BOC back and told them that Guy was African-Caribbean.

Bristol Omnibus Company cancelled the interview.

Paul Stephenson met Ian Patey, the General Manager of BOC. He confirmed that they did not employ Black staff on the buses.

Paul Stephenson, Guy Reid-Bailey, Henry Owen, Roy Hackett and others organised people in Bristol to boycott the buses.

They also contacted journalists on the Bristol Evening Post, national papers, Caribbean papers like The Gleaner and the West Indian Gazette. Many articles and TV interviews were produced.

White Bristolians, the African-Caribbean community, students and others boycotted the buses by walking or travelling by bike. They also marched with banners to protest.

Local and national politicians got involved.

The BOC and the Transport and General Workers Union (TGWU) talked for months.

Finally in August 1963 the BOC agreed to employ Black staff.

A Sikh man called Raghbir Singh was the first Black person to work on the buses in Bristol.

Paul Stephenson

■ Resources: The Race Relations Act

**The Race Relations Act of 1976 made it illegal to discriminate against anyone because of their race, colour, and nationality, ethnic or national origins. It applied to jobs, housing, services, training and education.**