

Committee(s): Education Board	Dated: 18/03/2021
Subject: Tackling Racism Taskforce, Education Workstream	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 5, 8
Does this proposal require extra revenue and/or capital spending?	Not at this stage.
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N
Report of: Town Clerk and Director of Community and Children's Services	For Discussion
Report author: Emma Cunnington, Head of Chairmen's Support Services, Town Clerks Anne Bamford, Strategic Director of Education and Skills, DCCS	

Summary

The Tackling Racism Taskforce (TRT) was set up in June 2020 and tasked to consider what the City of London Corporation currently does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through the Corporation's activities, including any historical issues with a view as to how they could be addressed.

This report sets out the findings and recommendations of the Tackling Racism Taskforce's Education workstream and covers a summary of actions that the Taskforce have discussed should be taken forward by the Education Board to tackle racism. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed all the recommendations in the Tackling Racism Taskforce, subject to further approvals from relevant committees.

In **Appendix 1**, a full list of recommendations across this workstream can be found. The Taskforce would urge Members of the Education Board on the importance of this work and for it to be carried out at speed. Therefore, it is strongly recommended that the timeline for delivery of all these recommendations need to be completed as soon as possible or at least within 24 months to show real appetite for change and to keep up the momentum of this important work.

To support this timeline, the Tackling Racism Taskforce would like to continue to meet quarterly to review the progress of these recommendations and flag any issues into the Policy & Resources Committee.

Recommendation(s)

Members of the Education Board are asked to:

- Consider the full list of recommendations of the Tackling Racism Taskforce's Education Workstream outlined in **Appendix 1** and agree for work to be carried out to implement these recommendations.

Main Report

Background

1. The City of London Corporation has been looking at improving diversity within its spheres of influence for some time. However, the death of George Floyd and the Black Lives Matter protests that followed in the US and the UK have highlighted again the issue of racism that sadly still exists in society.
2. At the Policy and Resources Committee on 11 June 2020, Members discussed the establishment of a joint Working Party to consider what the City of London Corporation currently does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through our activities, including any historical issues with a view as to how we might respond to them. It was agreed that this Working Party would report its findings to the Policy and Resources Committee and the Establishment Committee.
3. At its first meeting, the Working Party changed its name to the Tackling Racism Taskforce to show its commitment to act quickly, radically and with determination, and elected Caroline Addy and Andrien Meyers to serve as its Co-Chairs.
4. At its first meeting, the Tackling Racism Taskforce agreed to structure its workstreams around the following themes:
 - a) Staffing
 - b) Culture
 - c) Governance
 - d) Education
 - e) Police
 - f) Business
5. Health and wellbeing tended to be a consistent theme that linked across all six of the above workstreams.
6. Throughout the last six months, the Taskforce have been explicit that the findings of this report should create action from the City Corporation. Therefore, the Taskforce would like to continue meeting quarterly in 2021 to review the status of all the recommendations in this report.
7. The events of the last six months have begun a catalyst, around the world, for proactive understanding of the issues of racism, and for action towards tackling racism. For the City Corporation, the Tackling Racism Taskforce believe that the recommendations and initiatives for action in this report are just the start to creating a more inclusive, diverse, and anti-racist organisation. It is vital that the City Corporation continues to monitor its progress in this area, and, if agreed, follow up all the recommendations at pace.

8. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed all the recommendations across all the workstreams of the Tackling Racism Taskforce, subject to further approvals from relevant committees.
9. This report now sets out more detail of the recommendations concerning the Education Board.

Current Position

10. The Taskforce had three detailed sessions on the Education workstream. These sessions detailed recommendations around the City Corporation's state-funded schools, the independent schools, adult skills, and cultural and creative learning.
11. For the relevant sessions on education, the Taskforce were joined by the Chair and Deputy Chair of the Education Board, the Chair of the City of London Academies Trust, the Chairs of the Board of Governors of the three independent schools (City of London School, City of London School for Girls, City of London Freeman's School), as well as the Strategic Education and Skills Director and the CEO of the City of London Academies Trust.
12. The Taskforce found that, again, some really important work was being undertaken in the education sphere. The Education Strategy commits to safe, inclusive, supportive, and empowering education for all, regardless of age, background or circumstance. The Skills Strategy commits to ensuring all partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community. The Cultural and Creative Learning Strategy aims to provide accessible opportunities for those at risk of not having access to the full range of cultural experiences. These strategic goals are actively applied to tackling racism in the City of London's Family of Schools, Adult Skills and Education Service (ASES) and cultural institutions offering learning programmes.
13. The City of London Family of Schools have a strong record of achievement and impact in relation to equalities issues as is evidenced in national data, destinations and in extensive media coverage. The focus is on removing barriers faced by pupils and staff who have any of the protected characteristics listed in the Equalities Act, and ensuring inclusivity, promotion of diversity and equal access.
14. The Taskforce noted the work of the Tomlinson Review and the work that is being undertaken to ensure there is fair distribution of funding to all the schools, especially to the City of London Academies. The Taskforce endorsed the work of this Review and looks forward to seeing this progress.
15. With their similar locations, histories, commitment to inclusion and diverse pupil demographics, City of London School (CLS) and City of London School for Girls (CLSG) have commissioned a Race Equality Review, which will report to their Boards of Governors by the end of 2020. The scope of that review is attached to this document in **Appendix 2**.

Comments from the Education Strategy Unit

16. The Education Strategy Unit have been closely involved with the Education workstream of the Tackling Racism Taskforce, providing data, sharing messages with key stakeholders, consideration recommendations and now developing a programme of activity to implement the recommendations with speed and impact. The promotion of diversity, equality and inclusion is at the heart of the Education,

Cultural and Creative Learning and Skills Strategies (expressly mentioned in Goal Three of each Strategy) and is a prominent feature in the subsequent action plans.

17. Engagement with schools and other learning partners is now swiftly underway. The recommendations of the Taskforce were discussed in detail by the Family of Schools' Chair of Governors' Forum on 2 March 2021 and discussed by the Headteachers' Forum on 17 March 2021. The recommendations will also be shared with the Culture Mile Learning Steering Group and ASES Steering Group for their planning and implementation. It is important to note that the governance and accountability for actions across the Education workstream is not solely within the remit of the Education Board (and Education Strategy Unit) and a key role for the Unit is therefore to maximise the use of established partnerships, grant-funding arrangements, and some levers of governance to support the work delivered across the City of London Academies Trust (CoLAT), Independent School Governing Bodies, Cultural Venue Committees and other relevant decision-making bodies.
18. *Table 1* below provides a high-level summary of the actions being undertaking to address the recommendations of the Education workstream and a more detailed update will be submitted to the Education Board at the meeting on 20 May 2021.

Table 1 – Education Strategy Unit, High-Level Actions

	Topic	Progress Update
1	Staff and Governors	<ul style="list-style-type: none"> Identifying and evaluating access to teaching routes. Identifying and planning training opportunities for staff and school leaders. Engagement with CoLAT and schools through the Chair of Governors and Headteachers' Forums. Proactively seeking opportunities and networks to diversify governing bodies so that they represent the school communities that they serve. Using data collection to target underperformance.
2	Curriculum	<ul style="list-style-type: none"> Producing and sharing curriculum resources building on existing good practice. Supporting extra-curricular opportunities through partnership work and City Premium Grant funding. Exploring support at various stages of transition e.g. home to entering reception/nursery, primary to secondary school.
3	Partnership Working	<ul style="list-style-type: none"> Maximising partnerships with Culture Mile Learning and 30+ cultural institutions, businesses, liveries and further education and training providers.
4	Bursaries	<ul style="list-style-type: none"> Implementing the recommendations of the Tomlinson Review to ensure that resources meet the greatest areas of need and education spending is aligned with Strategy.
5	Work Experience	<ul style="list-style-type: none"> Supporting the Family of Schools to meet their statutory requirements through a Skills Forum and work-related learning opportunities, e.g. the London Careers Festival, focusing on pupils who are at risk of missing out on opportunities.

		<ul style="list-style-type: none"> Improving access to learning opportunities through web presence (e.g. Find Fusion). Proactively finding and funding opportunities for role models, mentorship and skills programmes.
6	Adult Skills / Lifelong Learning	<ul style="list-style-type: none"> Close working with resident communities to respond to community need and labour market changes Delivering Family Learning programmes, reaching out to families from diverse background and encouraging community cohesion and empowerment. Proactively recruiting apprentices from a diverse range of backgrounds.

Corporate & Strategic Implications

19. Strategic implications – The recommendations outlined in this report align fully with the following outcomes of the Corporate Plan:
- People are safe and feel safe
 - People enjoy good health and wellbeing
 - People have equal opportunities to enrich their lives and reach their full potential.
 - Communities are cohesive and have the facilities they need.
 - Businesses are trusted and socially and environmentally responsible.
 - We have access to the skills and talent we need.
20. Financial implications – If the principle of these recommendations are approved, further work will be undertaken to ascertain the full scale of the financial implications. In particular, it is envisaged that the recommendations under the Culture workstream could be costly (i.e. removal of statues and commissioning of replacement artwork), particularly as the Guildhall is a Grade I listed building. At this stage, the report is asking for political endorsement on the direction of travel of this work. Any initiatives that need to be funded will need to be reported back to the relevant Committee in the usual way.
21. Resource implications – The work of the Tackling Racism Taskforce to date has been absorbed within existing resource in the Committee & Members Services team with support from Remembrancers', HR, Communications, Community & Children's Services, City of London Police, Innovation & Growth & Cultural Services.
22. Legal implications - None
23. Risk implications – There may be some reputational risks for the City Corporation for not approving the recommendations set out in Appendix 1.
24. Equalities implications – The Tackling Racism Taskforce believe this report complies with our Public Sector Equality Duty 2010. The proposals in this report have a positive impact on staff and the communities that it serves who are Black, Asian or Minority Ethnic, to improve equality and inclusion for all.
25. Climate implications – None.
26. Security implications – None.

Conclusion

27. This report summarises the work and discussions of the Tackling Racism Taskforce's Education Workstream for the Education Board to consider how to take forward. The Tackling Racism Taskforce would underline the importance to the

City Corporation to show its commitment by acting quickly, radically and with determination to tackle racism in all its forms.

Appendices

- Appendix 1 – Education Workstream Recommendations
- Appendix 2 – City of London Schools Race Equality Review

Background Papers

- [*Findings and recommendations of the Tackling Racism Taskforce*](#) – Report of the Tackling Racism Taskforce approved by the Policy & Resources Committee on 21 January 2021 and the Establishment Committee on 27 January 2021.

Emma Cunningham

Head of Chairmen's Support Services, Town Clerks

E: emma.cunnington@cityoflondon.gov.uk

Anne Bamford

Strategic Director of Education and Skills

E: anne.bamford@cityoflondon.gov.uk

Appendix 1

Education Workstream Key Recommendations

	<u>Objective</u>	<u>Recommendation</u>
1	Diversity	<ul style="list-style-type: none">• The Schools needed to ensure recruitment and retention of a diverse range of staff and governors, as well as career progression. Consideration should be given to the introduction of teacher apprenticeships.• There should be a focus on work experience placements and consider not always giving the most ‘capable’ student a placement, but those where there would be most impact. In particular, one of the Co-Chairs, Andrien Meyers had personally worked on a programme called the “Catalyst After School Programme” (CASP) which looks to make the investment and savings profession more diverse and inclusive. This has been supported by the Lord Mayor, and whilst the City Corporation do not sponsor the programme, the Taskforce is keen for the City Corporation to continue to show support.
2	Educate	<p>It was felt important that the curriculum did not portray black and minority ethnic people as ‘victims’ but tell a positive story. As part of this, the Tackling Racism Taskforce would encourage the schools to build on its strong Continual Professional Development (CPD) offer for teachers on ways to use cultural resources in learning and to reinvigorate curriculum with culturally diverse content.</p> <p>Focus on culture and creative learning, and adult skills/life-long learning:</p> <ul style="list-style-type: none">○ The Co-Chair concluded the discussion to underline how the Taskforce will build on a fantastic foundation of work in this area. In particular, the Taskforce could look at what support could be offered to children at risk of exclusion and to offer and promote mentoring by Members and officers to young people. The Taskforce also highlighted the important work of the Culture Mile Learning team to help children access and be exposed to cultural institutions
3	Engagement	<ul style="list-style-type: none">• The Taskforce would encourage more joined up partnership working, e.g. between the City of London Police and the family of schools. <p>Bursaries at the independent schools could be advertised to academies and change the conversation, so it was less about ‘class’ or ‘race’ and more about education itself.</p> <p>It was also felt important to ensure that equality and inclusion training, as well as difficult conversations training, was rolled out to all staff.</p>

		It is recommended that the City Corporation should support the Academies by creating and promoting an alumni network, of which members could be encouraged to stand as a governor to contribute towards a more representative governing body for each of the Schools.
--	--	---

Appendix 2

City of London Schools Race Equality Review

In the wake of the Black Lives Matters protests and in recognition of the ongoing challenges that students of colour face in education, City of London School and City of London School for Girls have commissioned a joint race equality review to examine all aspects of race at the schools. The review will give staff, students and alumni an opportunity to contribute their views and experiences. The review will build on work already underway by staff and make recommendations for further changes. The leadership of both schools are committed to building an anti-racist school community and believe the review will foster diversity and inclusivity for current and future generations of students and staff.

The review will explore the following areas:

- (i) Admissions and attainment
 - Diversity of the current student body, including monitoring of student diversity
 - Schools' admissions policies, including bursaries and widening access initiatives
 - Attainment for students of colour
- (ii) Recruitment and retention
 - Diversity of current school staff, including monitoring of staff diversity
 - Recruitment and retention policies and practice
 - Staff experience of inclusivity
- (iii) Behaviour and discipline
 - Schools' behaviour policies and the potential for discriminatory impact
 - How the schools tackle allegations of racism
 - Connections between safeguarding and anti-racism
- (iv) Curriculum
 - Teaching of Black history, literature and culture
 - How the schools study and celebrate leaders, artists and scholars of colour
 - How anti-racism is taught as part of the curriculum

- (v) Beyond the curriculum
 - Diversity of extra-curricular activities, including drama, music, art and school clubs
 - What symbols, art and monuments feature in the schools
 - How the schools commemorate and celebrate their alumni
 - Diversity of external speakers and topics
- (vi) School culture
 - How students of colour experience school life, including experiences of racism
 - How well understood, included and integrated students of colour feel in school
 - Diversity of student leadership and representation of students of colour in student bodies
- (vii) School communications
 - Accessibility and inclusivity of the school's internal and external communications, including on its website
- (viii) Challenging racism
 - Adequacy of the schools' policies on reporting race discrimination
 - Understanding and identification of racism in school
 - How confident staff and students feel that concerns about racism will be addressed
 - How the schools strike the balance between permitting freedom of expression and intellectual discovery and protecting students from harm
- (ix) Community engagement
 - How the school engages with the wider school community, including parents and alumni of colour
 - How the schools develop relationships with other schools and organisations to increase awareness of race

The Review team

The Review team includes:

- Elizabeth Prochaska is a barrister specialising in equality and human rights law and founder of a human rights NGO. She was recently Legal Director of the Equality and Human Rights Commission where she led investigations into discrimination in the

workplace and developed guidance on discrimination for schools. She has also been Deputy Counsel at the Independent Inquiry into Child Sexual Abuse, where she led the investigation into abuse in schools.

- Katie Fudakowski is a barrister and now partner of Farrers with a decade of litigation experience in employment and safeguarding law built up while a tenant of Old Square Chambers. Katie has been instructed by employers and employees in every type of employment case, in particular multi-day discrimination and whistleblowing cases in the education sector. Katie has acted in personal injury abuse claims in the county court, Teaching Regulation Authority prosecutions, the Independent Inquiry into Child Sex Abuse (IICSA) and Special Educational Needs and discrimination cases brought before the First Tier Tribunal.
- Shehna Amin is an Associate at Farrer & Co. Shehna acts for both employees and employers on a wide range of employment matters, both contentious and non-contentious. Shehna advises a variety of clients, including schools, universities, charities, businesses and individuals. Shehna is also a member of the firm's Safeguarding Unit and has experience in advising on a number of issues linked to safeguarding for a range of clients. She also advises clients involved in the Independent Inquiry into Child Sexual Abuse (IICSA), clients facing discrimination claims in the Special Educational Needs and Disability in the First Tier Tribunal, and clients involved in the Teaching Regulatory Authority process.