Committee(s):	Dated:
City of London School Board of Governors	9 June 2021
City of London School for Girls Board of Governors	10 June 2021
City of London Freemen's School	11 June 2021
Subject: Tackling Racism Taskforce: Education Workstream Action Plan	**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/A
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) Anne Bamford, Strategic Education and Skills Director	

Summary

The Tackling Racism Taskforce (TRT) was established in June 2020 to consider what the City of London Corporation 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. This report sets out an Action Plan to deliver the recommendations of the Tackling Racism Taskforce's Education Workstream following discussion of the recommendations by the Education Board at their meeting on 18 March 2021 and engagement with partners over March to May. The Action Plan seeks to reflect the importance of this work, the need for pace and momentum, and the role of strategic and operational partnerships between the City Corporation, the Family of Schools, adult education providers and cultural institutions in delivering the Education Workstream.

Recommendation(s)

The Boards of Governors are asked to note the Education Workstream Action Plan outlined in **Appendix 1** and that updates will be provided to future meetings of the Boards of Governors where appropriate.

Main Report

Background

1. The Tackling Racism Taskforce was established in June 2020 by the Policy and Resources Committee 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 its activities. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed the recommendations of the Tackling Racism Taskforce across all workstreams and these were then submitted to other committees of the Corporation for endorsement.

2. The Education Board considered the recommendations of the Education Workstream at their meeting on 18 March 2021. Members supported the recommendations and acknowledged that many of the recommendations required partnership working with the Family of Schools to ensure that they are appropriately delegated, actioned, and monitored. The Education Board also recognised that actions will be both short-term and long-term to ensure pace and systemic change. Membered noted that high-level action plan presented by the Education Strategy Unit and requested that a more detailed action plan should be submitted to the Education Board at the meeting on 20 May 2021.

Current Position

3. The promotion of diversity, equality and inclusion is at the heart of the Education, Cultural and Creative Learning and Skills Strategies (outlined in Goal Three of each Strategy) and is a prominent feature in the annual action planning.

4. 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), Adult Skills and Education Service's (ASES's) Steering Group, Independent School Governing Bodies, Cultural venue Committees and other relevant decision-making bodies.

5. Engagement with schools and other learning partners has occurred in the development of the Education Workstream Action Plan in **Appendix 1**. The recommendations of the Taskforce were discussed in detail by the Family of Schools' Chair of Governors' Forum (on 2 March 2021 and 11 May 2021), the Headteachers' Forum (on 17 March 2021 and 6 May 2021) and in meetings with Culture Mile Learning. Other relevant Committees will be consulted on the Action Plan (including the Boards of Governors of the City of London Independent Schools and the Community & Children's Services Committee) insofar as it relates to those Committees' responsibilities. Further liaison will also be undertaken as required with CoLAT and Culture Mile partners to develop and implement the actions relating to them.

6. There has been agreement among Members and partners that systemic racism exists in society and does manifest within learning and work institutions. Therefore, a key consideration for all stakeholders involved in tackling racism is to identify where and how this occurs and to identify solutions to challenge it in all its forms. There has been acknowledgement that the City Corporation and its Family of Schools cannot address all the fundamental problems of equality in society which can perpetuate racism, however, everyone can and should act and there are a number of actions which the City Corporation and its partners can collectively take to improve the lives of individuals within their sphere of support.

7. Several key themes have emerged from the engagement which provide clear pathways for action. These include:

    a. The terms 'diversity', 'racism' and 'inclusion' are felt to be very broad. Issues of racism vary between contexts and so actions should not be prescribed centrally but should be local and responsive to institutional contexts.
    b. There is a clear role which businesses and employer organisations can play in unlocking barriers to work-related experiences for young people from ethnic minority backgrounds and ensuring that recruitment to these experiences (including work experience) challenge prejudice and bias in all its forms.
    c. The Family of Schools' alumni are a potential resource for role models to current pupils and as a potential governor recruitment pipeline, in both cases representing diversity which mirrors the diversity in the school communities. There is more work to be done to maximise the opportunities of alumni networks in and across schools.
    d. The independent reviews conducted in the City of London School and City of London School for Girls on racial equality identified areas across the school where systemic racism could manifest in aspects of school life. Similar reviews should be conducted in other schools within the Family of Schools.
    e. There is a confidence, sensitivity, and passion with which young people speak about ethnicity, identify issues, and promote solutions. Teachers pointed out the emotional intelligence and sensitivity which many young people display which can provide learning for adults.
    f. Tackling racism requires taking a deep and wide approach, identifying issues which emerge from strategic policies to everyday conversations. Everyday interactions can contain microaggressions which impact learners and colleagues and which are just as important to address as the strategic and leadership practices.
    g. Intersectional thinking is relevant in challenging bias and prejudice in all forms. Intersectional thinking acknowledges that children and young people experience the world differently. This impacts on the way they interact with others and the extent that they feel able to share their lived realities. These experiences are shaped and influenced by aspects of a young person's identity, such as their ethnicity, age, gender, sexuality, class and abilities. People's interactions with the world are not solely based one aspect of their identity but instead are layered and multifaceted.

For example, someone may experience racism, sexism and ageism collectively or individually at different times and in different environments and this needs to be considered in tackling racism.

  h. Language and terminology surrounding ethnicity can be contentious. While there is guidance available, e.g. https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity, such advice and content needs to also reflect changes in language usage and acceptability, both to individuals and the group over time.

8. The Action Plan in **Appendix 1** is an amalgamation of the Taskforce's Recommendations, the actions already in train and the views of colleagues and stakeholders shared through engagement. It should be noted that the Action Plan is a living document and will grow and develop over time as partners respond to the actions and identify areas for targeted practice. Actions are marked at short-term (occurring before the end of the 2021 calendar year), medium-term (occurring before the end of the 2021/22 academic year), long-term (occurring before the end of the 2022/23 academic year) and recurring (recurring each academic year).

Corporate & Strategic Implications

9. <u>Strategic implications</u>

   The Action Plan is aligned 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.

   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.

10. <u>Financial implications</u>

    At this stage, the Education Board has been asked to endorse of the Action Plan to drive forward this work. If issues and actions arise which have financial implications, these will be reported to the Education Board at subsequent meetings.

11. Resource implications

The Education Strategy Unit, schools, ASES and CML will all need to put resources into implementing the action plan and monitoring its impact over time.

12. Legal implications

The Public Sector Equality Duty under Section 149 of the Equalities Act 2010 does not strictly apply as a matter of law to the City Corporation's City's Cash functions. However, it has been the Corporation's practice to have regard to those principles across all of its functions.

13. Risk implications

Risks will be identified and mitigated by institutions on an action by action basis. A key risk identified by the Education Board is the risk of inaction and complacency which is being mitigated through proactive action, regular partner engagement, monitoring of actions and responsive allocation of resources (e.g. grant funds) where required.

14. Equalities implications

The Education Unit believe that this report complies with the City Corporation's Public Sector principles of the Equality Duty Act 2010. The proposals in this report have a positive impact on staff and the communities that it serves who are people from ethnic minority backgrounds.

15. Climate implications – None.

16. Security implications – None.

Conclusion

17. This report updates the Boards of Governors on the work underway to implement the Education Workstream recommendations of the Tackling Racism Taskforce, including an Action Plan in **Appendix 1** which will be continually revised and developed over time with partners. It is proposed that further update on the delivery of actions be submitted to future Board meetings where appropriate.

Appendices

- Appendix 1 – Tackling Racism, Education Workstream Action Plan

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.
- *Tackling Racism Taskforce, Education Workstream* – Report of the Town Clerk and Director of Community and Children's Services approved by the Education Board on 18 March 2021.

Daniel McGrady
Lead Policy Officer (Education, Culture and Skills)
E: daniel.mcgrady@cityoflondon.gov.uk

Anne Bamford
Strategic Education and Skills Director
E: anne.bamford@cityoflondon.gov.uk

<u>**Appendix 1**</u>

<u>Tackling Racism, Education Workstream Action Plan</u>

Timescales (T)		Delivery partners	
Short-term: Delivered before Dec 2021	ST	Education Strategy Unit	ESU
Medium-term: Delivered before August 2022	MT	City of London Academies Trust academies	CoLAT
Long-term: Delivered before August 2023	LT	Independent Schools	IS
Recurring: Delivered annually each academic year	R	Family of Schools	FoS
		Culture Mile Learning	CML
		Adult Skills and Education Service	ASES

#	Taskforce Recommendation	Actions	T
1	Schools should 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.	Conduct research into teaching profession access routes for inclusion and diversity and coordinate the development of a City practice guide. (ESU)	MT
		Source training for school staff and governors involved in recruitment processes on inclusive recruitment practices. (ESU)	ST
		Source middle and senior leadership mentoring and support to ensure that diversity is represented at higher levels of leadership. (FoS)	MT
		Forge and maintain strong links with governance recruitment services and alumni networks to encourage diversity within governance, with representation from the local community and share findings and approaches in Chairs of Governors' Forums and other committees. (ESU) (FoS)	R
		Conduct a review of equalities, including tackling racism, across academies. (CoLAT)	MT
		Respond to the findings of the external joint-review of equality and diversity. (IS)	MT
		Share findings and approaches staff recruitment and retention to promote inclusion and diversity in Headteachers' Forums.(ESU) (FoS)	R
2	City Corporation should support the academies by creating and promoting an alumni network, of which members could be	Explore options for the establishment of local school alumni networks which can inform governor succession planning (recruit governors from the network), support role model programmes, deliver talks in schools and contribute to culture of diversity across schools. (ESU) (FoS)	MT

	encouraged to stand as a governor to contribute towards a more representative governing body for each of the Schools.		
3	The Tackling Racism Taskforce encourage 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	Conduct regular scrutiny of pupils' performance across characteristics including ethnicity, gender, and economic disadvantage, using resources such as the Fischer Family Trust School dashboards, and use data to inform school improvement. (ESU) (FoS)	R
		Make full use of the termly Cultural and Creative Learning Forum and the resources of Culture Mile Learning to develop and share resources and practices for using cultural learning to enrich the curriculum, including tackling racism and celebrating diversity. (ESU) (CML) (FoS)	R
		Make full use of Find Fusion to share and promote curricular and cross-curricular resources/projects/events to support conversations about ethnicity, tackling racism and celebrating diversity. (ESU) (FoS) (CML) (ASES)	R
		Make full use of annual grant funding to City-sponsored academies to actively encourage projects which support curricular and extra-curricular enhancement for pupils impacted by educational disadvantage and ensure that equalities monitoring occurs on an annual basis. (ESU) (CoLAT)	R
		Deliver bespoke CPD programmes connecting teachers to cultural organisations and artists to enrich aspects of the curriculum and develop teachers' confidence in using sources and cultural resources in their teaching. (CML)	R
		Deliver wellbeing programmes to enhance pastoral care, counselling and family support services for all pupils impacted by disadvantage, and particularly addressing the increased pressures caused by COVID-19. (ESU) (FoS)	MT
4	Ensure that equality and inclusion training, as well as difficult conversations training, was rolled out to all staff	Source equality and inclusion training, including difficult conversations training, to be offered to all staff across the Family of Schools. (ESU)	ST
5	The Taskforce would encourage more joined up partnership working, e.g. between the City of	Support City Corporation staff to use Find Fusion to share learning resources and opportunities with schools in the Family of Schools and across London, including learning resources focused on equalities and tackling racism. (ESU)	ST

	London Police and the family of schools	*See actions relating to cultural and creative learning and skills and work-related learning.*	
		Source anti-racism training to the 30+ cultural partners in the Culture Mile Learning network. (CML)	ST
6	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.	Enable and support information sharing between the Family of Schools, including on bursary opportunities, through the twice-termly Headteachers' Forum; termly Chairs of Governors' Forum, Skills Forum and Cultural and Creative Learning Forum; annual Schools' Conference; and Find Fusion as an online platform for school-to-school sharing. (ESU)	R
		The funding allocation and distribution of bursary funding is included within the scope of the Tomlinson Review and will be considered by Committees of the Corporation in line with the Tomlinson Review timelines.	
7	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.	Ensure that work-related learning opportunities are accessed equitably, and pupils are exposed to ethnically diverse role models and mentors, including careers education, work experience offers, and skills development opportunities. (ESU) (FoS) (CML)	R
		Continue to offer mentoring and work experience programmes to connect young Londoners who face significant barriers to the workplace with role models working in their aspired-to sectors. (CML)	R
		Resource a quality City Corporation work experience offer across all Corporation departments and institutions, with targeted recruitment aimed at disadvantaged and underrepresented groups, including young people and adults from ethnic minority backgrounds. (City Corporation HR)	MT
8	Addendum	Ensure that conversations about equalities acknowledge the role of intersectionality to challenging bias and prejudice in all forms. Intersectional thinking acknowledges that people experience the world differently (ESU) (FoS) (CML) (ASES)	R
		Explore opportunities for collaborative workshops/ training/ resources which facilitate conversations with parents and carers on equalities issues and tackling racism (ESU) (FoS)	MT
		Work closely with resident communities to respond to community need and labour market changes. (ASES)	MT
		Deliver family learning programmes, reaching out to families from diverse background and encouraging community cohesion and empowerment. (ASES)	R

		Increase efforts to encourage apprenticeship applications from learners who are from ethnic minority backgrounds and ensure conversion in proportion to appointments. (ASES)	MT