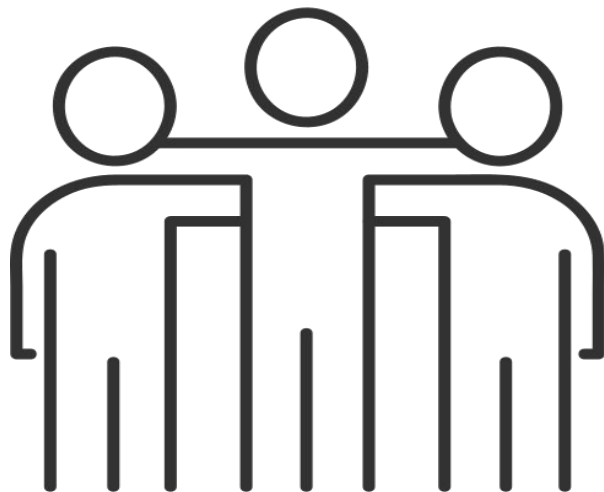


Children and Education Directorate

Update to Scrutiny - 28th February 2022



Working towards a joint Anti-Racist Action Plan



Strategies, Plans and Priorities

Children and Families and Education Services

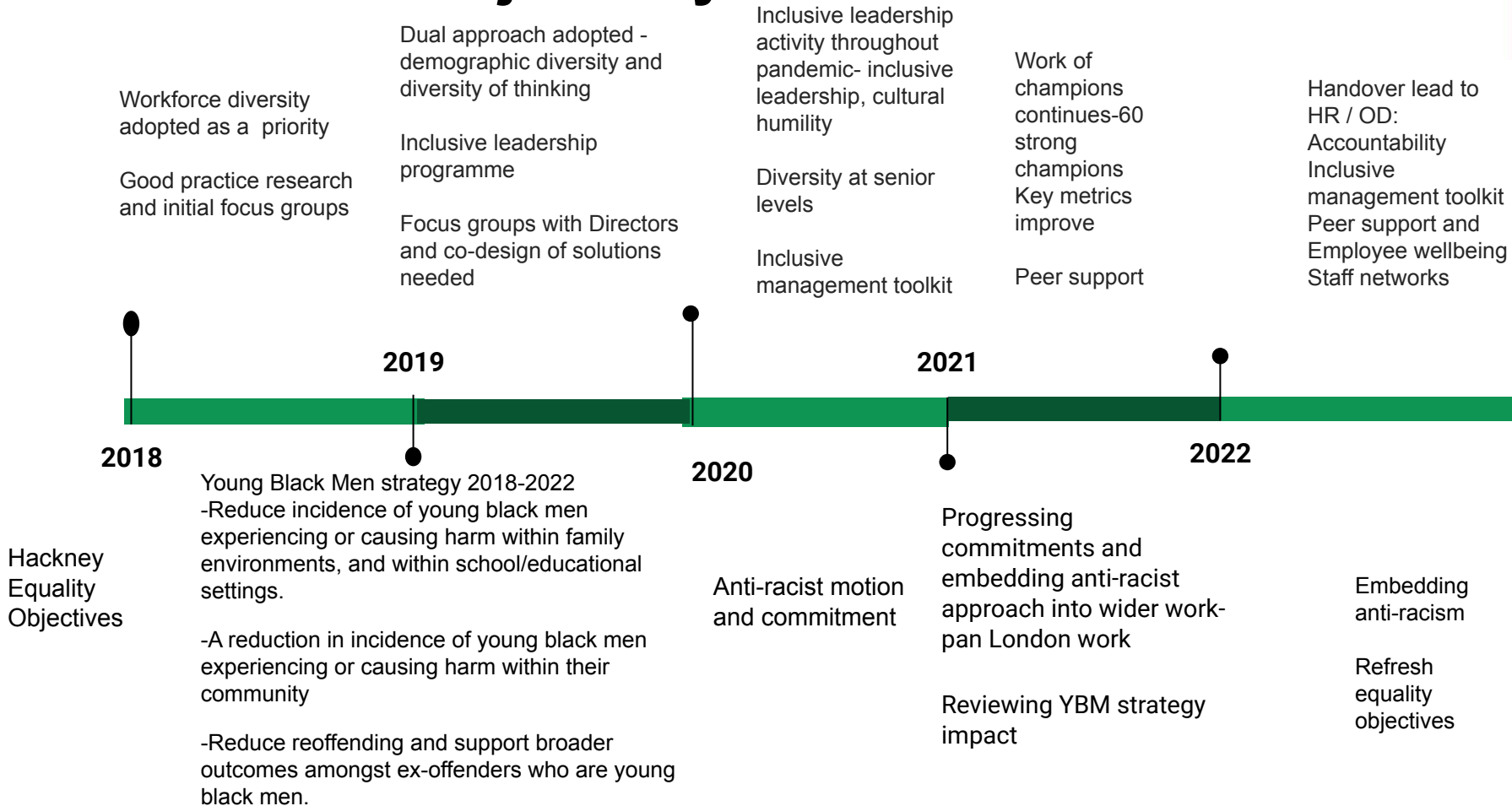
Objectives of a joint Anti-Racist Action Plan

Children and Families and Education services want to achieve:

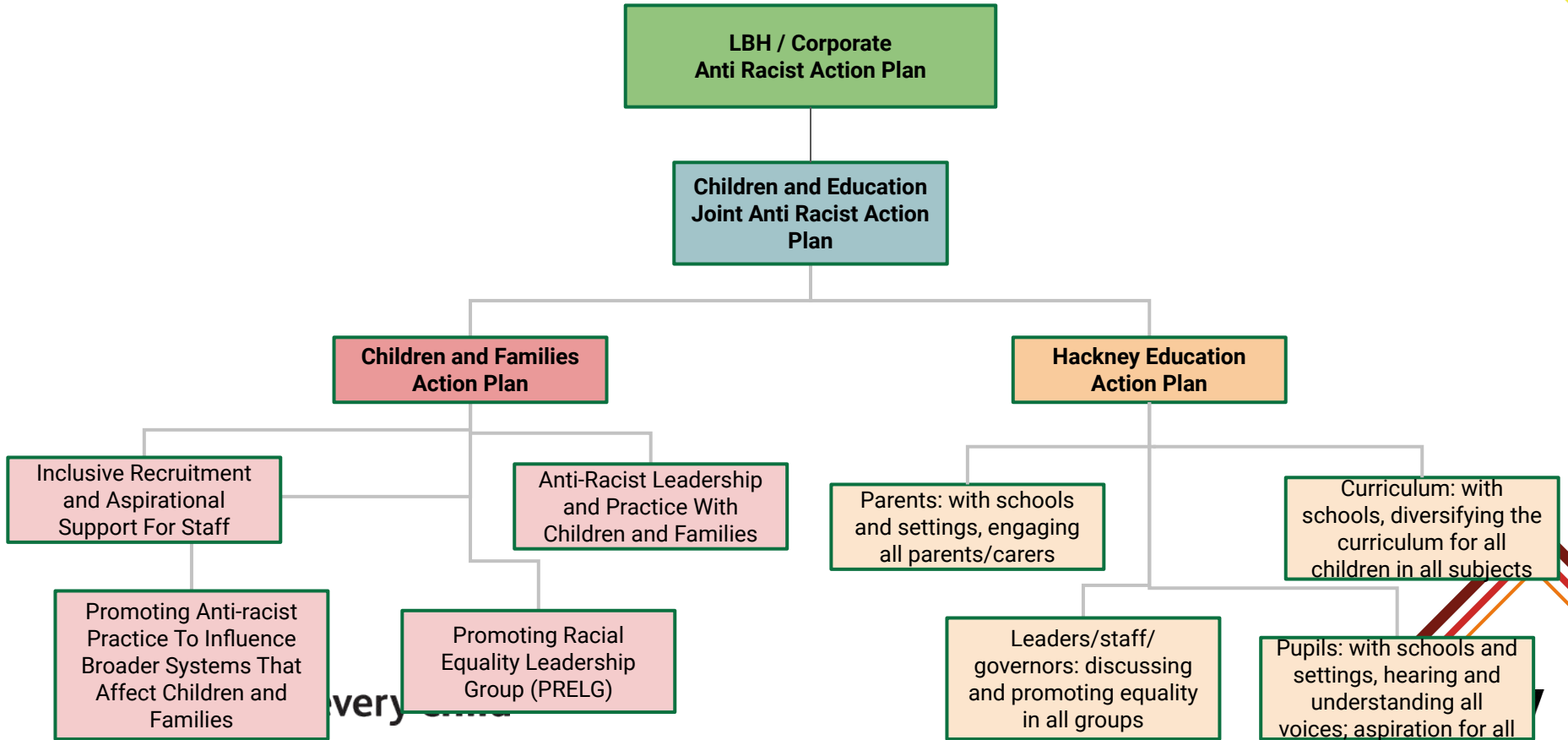
- A joint plan to set out the work to help identify and address structural, institutional and everyday racism with CFS and HE and broader partnership arrangements.
- An increased positive impact to the children and families we support as a result of our collaboration
- A shared understanding of the journey towards anti-racism and how we can get there together as an organisation, and as a directorate
- Aspirational outcomes that support, guide, engage with and learn from children, education and school services and are focussed on the outcomes for children and families
- Delivering on our corporate commitment to be an anti racist organisation

We want scrutiny to review our plans and provide constructive challenge where required to ensure we are doing all we can for the children and families and the schools that we support.

Timeline - LBH journey



Overview of Anti Racist Action Plans



Council's Anti Racist Strategy

Anti-racism [commitment](#) -5 pillars of focus

- **Institutional change** - working with communities that best understand issues that affect them and the institutional changes that are required.
- **Community engagement** - involving community partners to build a stronger understanding of structural and systemic racism across systems; ensuring that our work celebrates Hackney's diversity whilst we continue to campaign for justice.
- **Culture and leadership** - adopt and maintain an inclusive leadership culture and anti-racist mindset, asking our partners to do the same; actively improving diverse representation in senior leadership.
- **Accountability** - Developing a consistent and shared approach with partners, publicising the work we are doing and openly account for how it fits together.
- **Influence** - Campaigning against all 'hostile environment' policy measures, lobbying government into covid-19 disparities and engaging in any future Government commissions on racism in the UK.

Anti Racist priorities for Hackney Education

Schools and settings in Hackney have responded to recent events, accelerated by the tragic murder of George Floyd and the experiences of the pandemic and are all on paths to inclusion and equality for all. HE has a three year plan incorporating the five pillars of the Council's anti-racist strategy which supports these journeys alongside those for their own communities.

Our priorities and goals:

1. Develop our own culture and leadership - every service area has an equalities objective that is underpinned by a plan to better understand racism, bias, belonging and community
2. Close performance gaps and tackle disproportionality in exclusions/sanctions
3. Promote the Hackney Diverse Curriculum as a key tool to support schools and settings in taking an anti-racist stance, promoting belonging and establishing inclusion
4. Monitor workforce diversity and advise on recruitment and talent management to make staffing and governance (HE and in our schools and settings) more representative of local communities
5. Provide training and development to guide and support leaders, curriculum designers, teachers, and boards of governors in tackling educational inequality and challenging disproportionality
6. Promote pupil and parent voice e.g. Young Governor, Systems Leader, parent conference, HSGB led work

Hackney Education Achievements

- **Attainment** - gaps have narrowed for BC boys at Key Stage 4. This group has made better progress than their national peers. Predictions for summer 2022, GCSE English and mathematics, show ambition.
- **Curriculum:** The Hackney diverse curriculum is a contribution to systemic change to ensure belonging and value of all pupils and acts as an early help strategy
- **Wellbeing and mental health** - vast majority of schools are engaged in the WAMHS programme
- **Leadership/culture** - staff training in most schools; actions to diversify workforce; links to parent and pupil voice; governors training; increase occurrence of equity based evaluation of policies by schools; Young Governor pilot; talking to parents about race - HSGB; training across all service areas in Hackney Education; termly open meetings

Hackney Education next steps

- **Attainment:** ambitious targets for BC and BA boys
- **Behaviour and exclusions:** behaviour reviews and training; understanding and sharing best practice
- **Curriculum:** development of the hackney diverse curriculum phase 2; school improvement partner evaluation of school practice, practice sharing
- **Wellbeing and pupil/parent voice:** Work with schools to continue a pupil voice focus on equalities; Continue ensuring all pupils have equal access to wellbeing support; continue parent group meetings focused on equality
- **Leadership/culture:** roll out of training for school and council staff, use underachievement group funds to continue providing training for whole school staff; draw on and share best practice and developments across Hackney schools

and settings
Working for every child

Schools facing work

- Check ambition/focus on reducing performance gaps
- Support headteachers' continuing leadership on equality and diversity issues
- Promote **Hackney's Diverse Curriculum - the Black Contribution**
- Advise schools on developing **equity-based evaluation of policy** and practice
- Implement and amplify **best practice in schools in anti-racism and inclusion**
- Embed **inclusive recruitment, development and retention policies**
- Continue monitoring the makeup of staff and governors in schools and settings, particularly those in senior positions
- Ensure all leaders and governors remain informed and responsive to the national and local debate on equalities, anti-racism and inclusion
- Continue promoting further work with all groups of parents/carers

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Anti Racist priorities for Children and Families

CFS Action Plan Priorities and Goals

Proud to be Anti Racist:

Our leadership and practice will address racism and discrimination leading to disproportionality in the experiences of our children and families and of our staff in the workplace whilst also seeking to influence the broader context of our children and families lives.

5.1 Staff workforce is representative of child and family population in Hackney at all levels including at senior leadership levels.

5.2 Leadership and practice with children and families take a pro-actively anti-racist stance to address racism, discrimination and inequality

5.3 Leaders and Practitioners across CFS take action to address structural racism and proactively lead, support and constructively challenge the broader system including in partnership discussions as required

Achievements to date in CFS

- Anonymous recruitment and diverse interview panels
- Inclusive approach to recruitment developed
- 1st 6 months of the 3 year programme of anti-racist Action Learning sets for all CFS staff completed and next set underway
- Anti-racist Practice Standards completed
- Anti-racist Corporate Parenting guidance completed
- CHSCP and SYHB agreed to adopt anti-racist position statements
- Engaged Police, solicitors and magistrates in considering measures such as a deferred prosecution scheme for children who give 'no comment' initial interview
- Anti-racism podcast series broadcast, 'Brave space to talk about racism' and management focus group on anti-racist practice underway

Impact: - Small increase in diversity at senior leadership level & Positive staff feedback re visibility of discussions about racism and anti-racist practice - however we are at the foundation stage of our journey to becoming anti-racist and therefore impact to date is limited

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Anti Racist priorities and next steps for Children and Families:

- Launching and embedding our Anti-racist Practice Standards and Anti-racist Corporate Parenting
- Delivering a 3 year mandatory programme of anti-racist Action Learning Sets for all CFS Staff
- Ensuring recruitment is inclusive and we have aspirational support for our Black and Global majority staff
- Engaging Black and Global majority leaders within CFS to quality assure the work that we do and hold us to account
- Developing an anti-racist charter with CHSCP to develop anti-racist practice across the multi-agency partnership building upon the Adulthood training
- Engaging children, families and community voices to ensure that our anti-racist work is impactful

Working for every child

Health and wellbeing Anti-Racist focus areas

- The new **C&H Health inequalities steering group (chaired by the Director of Public Health)** has identified 10 key transformation areas, includes a children and young people's champion and will support driving forward the 'Improving outcomes for YBM programme'. This group focuses on tackling core health disparities as highlighted through the recent impact of the covid - 19 pandemic.
- The **Young Black Men's Mental health workstream** is being refreshed and will focus on 5 key areas as agreed by the accountability board, including improving experiences of service and exploring new ways of working with communities
- The Child and Adolescent mental health alliance is delivering a range of interventions to support improvements in specific communities, through its 'reach and resilience' work, including commissioning a **VCS service for Black African and Caribbean Heritage young people (up to 25) and an Orthodox Jewish clinical families service.**
- A new 5 year C&H '**integrated emotional health and wellbeing strategy**' focuses on working in different ways to reducing inequalities in mental health, and will be delivered through a partnership action plan.

Working for every child



Health and wellbeing Anti-Racist focus areas

- North East London CCG has recently completed a **Maternity Equality and Inequalities audit**, which highlights the discrepancy in birth outcomes for global majority women. A local action plan is being delivered, including specific global majority antenatal classes, and service user groups
- Hackney CYP Overview and Scrutiny focussed on **inequalities in perinatal mental health** at a recent committee, with a local plan is being drafted to support perinatal mental health.
- Our NHS commissioned services routinely collect 'Workforce Race Equality Service data', and we are using this to **increase numbers of global majority staff in senior NHS positions**. This is supported by NHS '**Freedom to speak up guardians**' in all NHS trusts, including HUFT.

HE core strategies

Strategies to reduce exclusions:

- Strengthen the ways in which we support and work with secondary schools in developing preventative work
- Develop on-site interventions at the home school (NRC together with strong practice from local schools)
- Encourage exclusions reviews and case studies – developing a constant cycle of feeding back, sharing best practice
- Young Hackney/multi-agency working
- Increase positive behaviour cross school and specific therapeutic approaches
- Regular tracking and discussion of exclusions figures with SIPs, Young Hackney
- Promote the use of alternative provisions and brokered managed moves

Hackney Diverse Curriculum

- Currently evaluating impact of resources with previous users to ensure we have the right offer going forward
- Preliminary discussions have taken place to upscale the model to include more modules and investigate a possible funding model
- Training to schools on diversifying the curriculum continue
- Schools are seeking support/ training to diversify their own curriculums
- It has been downloaded by 1800 schools and settings at the last count
- Systems leader will be delivering training for UEL for trainee teachers on diversifying the curriculum

Training – a) schools and b) Hackney Services

- Unconscious bias training continues in maintained schools across the borough and is funded by the UPG fund
- Non- maintained schools have also received unconscious bias training.
- For most schools, it is largely the entire staff team who attend, and where not possible some schools have had more than one session to ensure all staff are involved
- The training for Hackney Services continues and we now have two other HE team members trained to be able to deliver the training across all Hackney Services

HE core strategies

The YBM HT steering group

- Reviewing work of YBM steering group to engage in a YBM visit for schools with senior leader/ teacher colleagues
- Share best practice across the borough from senior leaders who have been involved in this work for up to 5 years
- Support training across the borough and out of borough to ensure in school practice is utilised to support colleagues
- Hear from Young Black Men directly about the systemic work we do

Learning from the first HE Parent Conference and the HSGB parents sessions

- The first online parent conference despite technical difficulties was well received by parents/ carers and insights to be shared with SLT. Parent groups talking about race have been influential.

The introduction of the Accountability Board/ Hackney Council review of YBM strategy and its impact

- The accountability board, created to ensure that the community are engaged, involved and actively impacting on the Young Black Men Project, has held workstream chairs to account and ensured that there is a community direct response

Workforce Diversity

- A new round of Inclusive Champions have been recruited over the summer.
- Two HE unconscious bias trainers have been trained to deliver Unconscious bias. All office teams have been trained, almost all CCs have received the training (one outstanding) and we will next move to training the SEND Travel team as well as set regular dates throughout the year so all new starters can attend.
- A working group has been created to develop a Children and Education Equalities Dashboard building on the [areas of synergy/common objectives](#).
- Wider Leadership Group sessions offered the opportunity to assess Hackney Education against the features of an inclusive organisation and will allow identification of future developments to further foster an inclusive culture.
- A career development objective has been included in the PDR process to ensure every staff member is given the opportunity to discuss and agree a career development objective.
- SLT take a position on training budgets so we can ensure a more equal access to training
- Work with HSGB to identify best practice for more recruitment, retention and development of diverse leaders in schools

CFS Action Plan- Practice to be anti-racist

5.1 Staff workforce is representative of child and family population in Hackney at all levels including at senior leadership levels.

5.1.1	Ensuring our CFS Recruitment Protocol is inclusive
5.1.2	Enable staff from Black and Global majority backgrounds to influence the outcomes of the recruitment process, with power dynamics being addressed and responded to within interview panels
5.1.3	Ensuring Job Descriptions, application forms, competency questions and interview questions to embody our anti-oppressive and anti-racist principles
5.1.4	Development of a range of opportunities to support career development and progression for staff from Black and Global Majority backgrounds
5.1.5	Development of a programme of support to ensure that staff from Black and Global majority backgrounds who experience the trauma of racism and microaggressions in and beyond the workplace feel well supported in the workplace

CFS Action Plan- Practice to be anti-racist

5.2 Leadership and practice with children and families take a pro-actively anti-racist stance to address racism, discrimination and inequality

5.2.1	Embedding of practice that is consistent with our Anti-racist Practice Standards and Anti-racist Corporate Parenting Guidance
5.2.2	Engaging children and their families to co-produce effective actions to address racism and ensure that we understand their experiences
5.2.3	Redesigning of the CFS statutory complaints process to ensure it is restorative and trauma informed in responding to all complaints, including those about racism and discrimination
5.2.7	Reduction of the number of Black boys becoming and/ or remaining looked after during adolescence as a result of a range of clinical interventions within the Edge of Care Pilot

CFS Action Plan- Practice to be anti-racist

5.3 Leaders and Practitioners across CFS take action to address structural racism and proactively lead, support and constructively challenge the broader system including in partnership discussions as required

5.3.1	CFS CSLT actively promoting progress to becoming an anti-racist organisation, upholding the Anti-racist Practice Standards and communicating our aspirations and commitment to children, families, partner agencies and community groups.
5.3.2	Development of partnership with local partner agencies (including community and voluntary groups) to develop a good understanding of the experiences of children and families in the community and co-produce actions to address racism.
5.3.3	Development and publication of the Anti-racist position statements and Anti-racist Charter
5.3.4	Reduction of Black children at the risk of exclusion in Hackney as a result of schools and the multi-agency partnership intervening with targeted early help.
5.3.5	Reduction in the disproportionate criminal justice outcomes for Black children in Hackney as a result of focused multi-agency work with the Police and Courts.
5.3.6	Black children and families to experience culturally sensitive therapeutic support that is responsive to their needs and social context.

Timeline - joint C&E Directorate to date

Working group established

Led by Deborah B, Monica L, Jo L,
Lisa A,

3 workshops carried out with
approx 20-25 attendees at each
meeting

Reviewed synergies, and will begin
to look at outcomes

**28th February
2022**

CYP Scrutiny meeting

CYP Scrutiny

Two presentations to scrutiny on
the work towards anti racist
practice across the directorate.

**September/
October
2021**

Jacque Burke

Request for C&E to have joint
action plans.

**September
2020**

**November/
December
2021**

Scrutiny set agenda

CYP scrutiny want to scrutinise
joint plan and invite the community
to appraise it in Feb 2022.

Joint Children and Education Anti Racist Action Plan Goals

1. Leadership and practice with children and families take a pro-actively anti-racist stance to address racism, discrimination and inequality
 - Anti-racist Leadership and Practice with Children and Families and engagement with parents and carers and Inclusive practice
2. Staff workforce is representative of child and family population in Hackney at all levels including at senior leadership levels.
 - Inclusive Recruitment and Aspirational Support for Black and Global Majority staff
3. Influencing the broader context of the lives of Children and Families including support, guidance and engagement with partner agencies and work with and learning from schools.
 - Proactively lead, support and constructively challenge the broader system including in partnership discussions as required

Leadership and practice with children and families take a pro-actively anti-racist stance to address racism, discrimination and inequality

Corporate Themes	Action(s)	Outcome(s)
<p>Culture and leadership</p> <p>Influence</p>	<p>Expand the CFS Promoting Racial Equality Leadership Group (PRELG) to become a Directorate Group.</p> <hr/> <p>Expand invites to the CFS 'Brave space to talk about race' sessions and Anti-Racist conferences to HE staff</p> <hr/> <p>Review Staff Networks to understand how we engage with current staff groups. Understand what support they are offered corporately.</p> <hr/> <p>Explore Hackney Schools Group (HSG) engagement with the joint plans - to be reviewed as part of the governance structure.</p>	<p>Joint dialogue - shared language</p> <p>Understanding the needs of staff</p> <p>Understanding steps that need to taken to achieve a true anti-racism culture</p>
<p>Accountability</p> <p>Community Engagement</p>	<p>Develop an engagement plan (see separate slides) - Explore possible communication platforms. Liaise with grassroots organisations to access feedback from families, parents and pupils.</p>	<p>Families, local residents, school and setting staff, and children can have their voices heard.</p> <p>Our action plans are co-produced with children and families.</p>
<p>Institutional change</p>	<p>Wider roll out of Trauma informed practice training to include all schools and CFS staff. To look at other partners and ensure training is embedded through SiPs role and data trends.</p>	<p>Reduction in persistent absence and exclusion rates in schools.</p>

Staff workforce is representative of child and family population in Hackney at all levels including at senior leadership

Themes	Action(s)	Outcome(s)
Recruitment (culture and leadership)	To consider a joint recruitment protocol for HE, CFS and Schools. Which will embed the inclusive leadership toolkit. And will establish mandatory principles to inclusive recruitment:	Shared inclusive practice approach
	Review data from anonymous recruitment and share impact to diverse staff being appointed	Employing a diverse staff group that serve the children and families we work with
	Crib sheets/tools to support interview panelists in schools to ensure we embed inclusive practice	A range of viewpoints are introduced into the recruitment process anonymous recruitment over time leads to a more diverse workforce. Increasing diversity in staff to ensure our workforce reflects local demographics particularly at more senior levels
Learning and Development (culture and leadership)	Establish programme of shared learning on 'anti-racism' for all staff	A shared language and understanding of key issues
	Develop a programme of action learning sets	Providing consistency in the way we engage and talk about racism and anti-racism with children and families.
	Inclusive Leadership programme made mandatory for all managers	compare progress more easily across the Directorate.
	Align how we report and monitor on anti-racist practice.	
Engagement (culture and leadership)	Conduct a survey to better understand Black and Global Majority staff needs and the relevant support	Creating a safe and anti-racist culture
	explore how to embed Racialised trauma peer support for HE staff.	All Global Majority staff across Education will have been offered the opportunity to join the racialised trauma peer support groups (Note: We may need financial support to cover costs of staff absence/overtime for CCs and Transport)

Influencing the broader context of the lives of Children and Families including challenge to partner agencies and work with schools re school exclusions AND school exclusions and partner agencies

Corporate Themes	Action(s)	Outcome(s)
Institutional Change Culture and Leadership	Develop and embed a shared understanding of racism and anti-racist practice across CFS, HE and Schools to ensure that policies and practice take an anti-racist and trauma informed approach to supporting children	CFS, HE and Schools have consistently high aspirations for Black children, take an anti-racist approach and trauma informed approaches to supporting children and maximising inclusion
Accountability	Promote the early help offer and ensure schools make prompt requests for support to ensure a multi-agency approach to supporting children and schools where there is a risk of a child being excluded	Children and schools receive the right support and guidance at the right time to reduce the risk of school exclusions
Community Engagement Accountability	Engage parents as partners in working relationships with schools; support and reinforce role of parent governors in being the voice of the wider parent community; ensure that Black and Global Majority parents feel that the School Governor offer is inclusive of them; Scope advocacy offer including co-design with parents and explore option of peer to peer parent support, faith and community leaders for and advocacy to support and empower parents to attend exclusions meetings	Parents are engaged in 'listening conversations' with schools; parents know where to for support and feel empowered to share their views; Schools embrace and promote engagement with and feedback from parents.



Governance

Children and Families and Education Services

Governance across Children's and Education

Purpose and focus of the joint C&E plan: Currently the Senior Leadership Team (SLT) provide oversight, scrutiny and drive the delivery of the joint Children and Education (C&E) Directorate Anti Racist Practice (ARP) Action Plan ensuring consistent buy-in and engagement from partners including holding partners to account against the deliverables committed to in the plan including monitoring the impact on agreed outcomes for children and young people in the borough.

Each service has also their own governance structure, reporting into their own service management teams or oversight groups.

Engagement

Key to this work is considering how we will engage with relevant stakeholders including children, young people and families, and how we can build on existing sources of feedback, including for example the findings of the Young Futures Commission. We want to ensure that the development of the anti racist action plan is truly co-productive.

Key stakeholder groups have been identified for engagement:

- **Internal council officers**
- **Children, young people and families**
- **Schools and settings (inc. Governors)**
- **Multi-agency partners**
- **Voluntary and Community Sector partners**

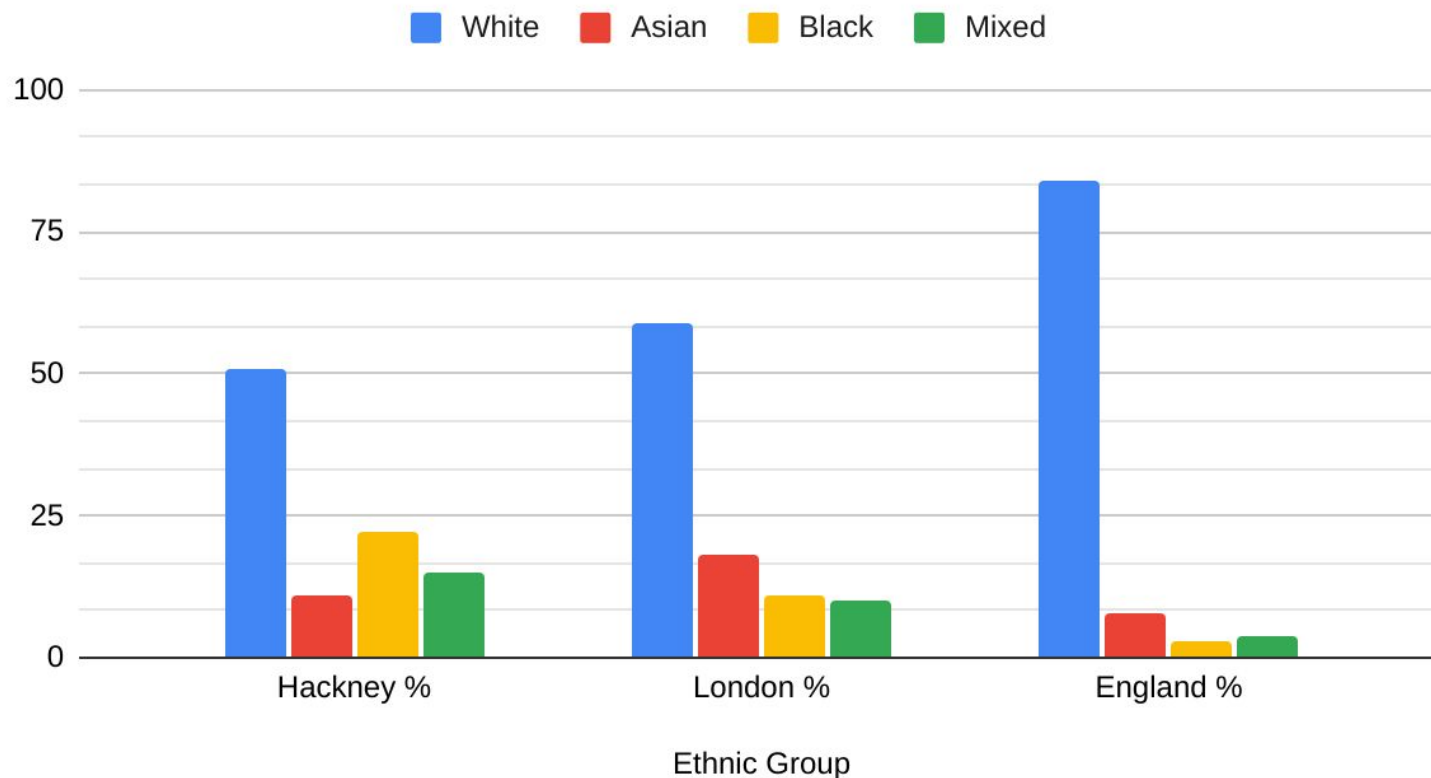
Through this stakeholder engagement process, we want to ensure that the development of the action plan is as collaborative as possible and that all partners as well as children and their families have a stake in the vision and values behind the plan and in defining the outcomes and priorities.



Data

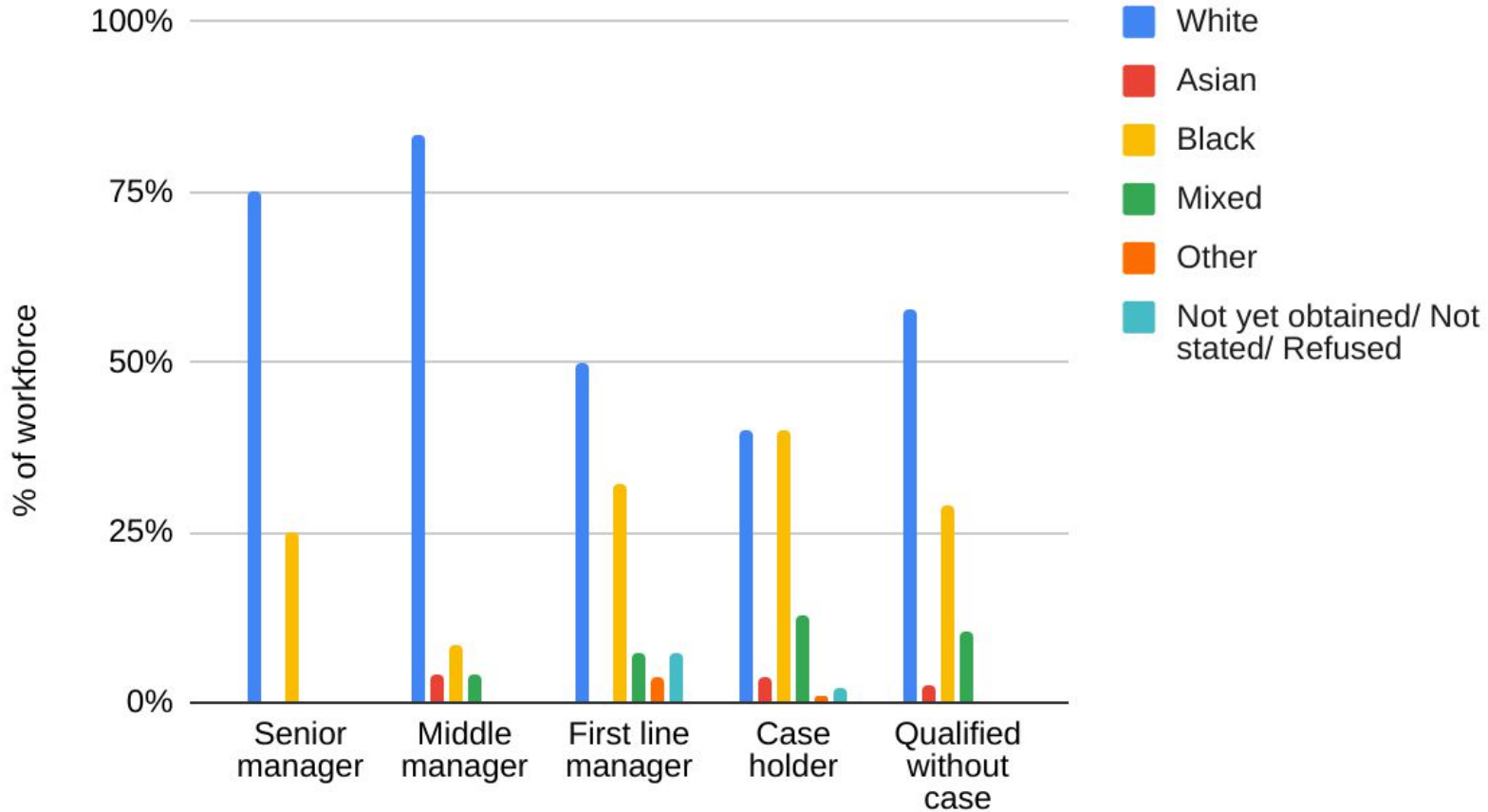
Children and Families and Education Services

What is the profile of our community?

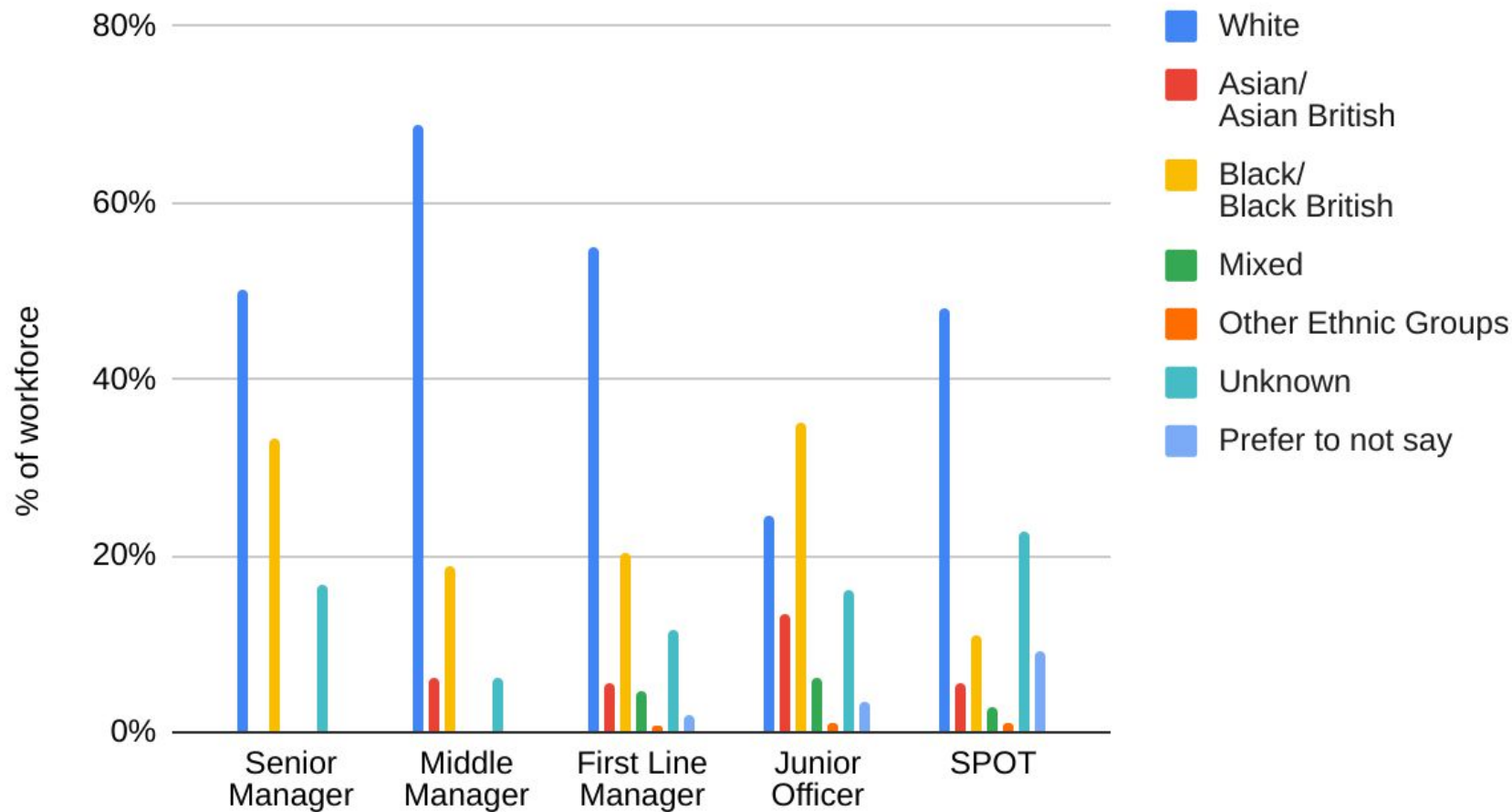


Ethnic breakdown of Hackney's population (ONS 2018)

Ethnicity data for qualified Social Workers in CFS

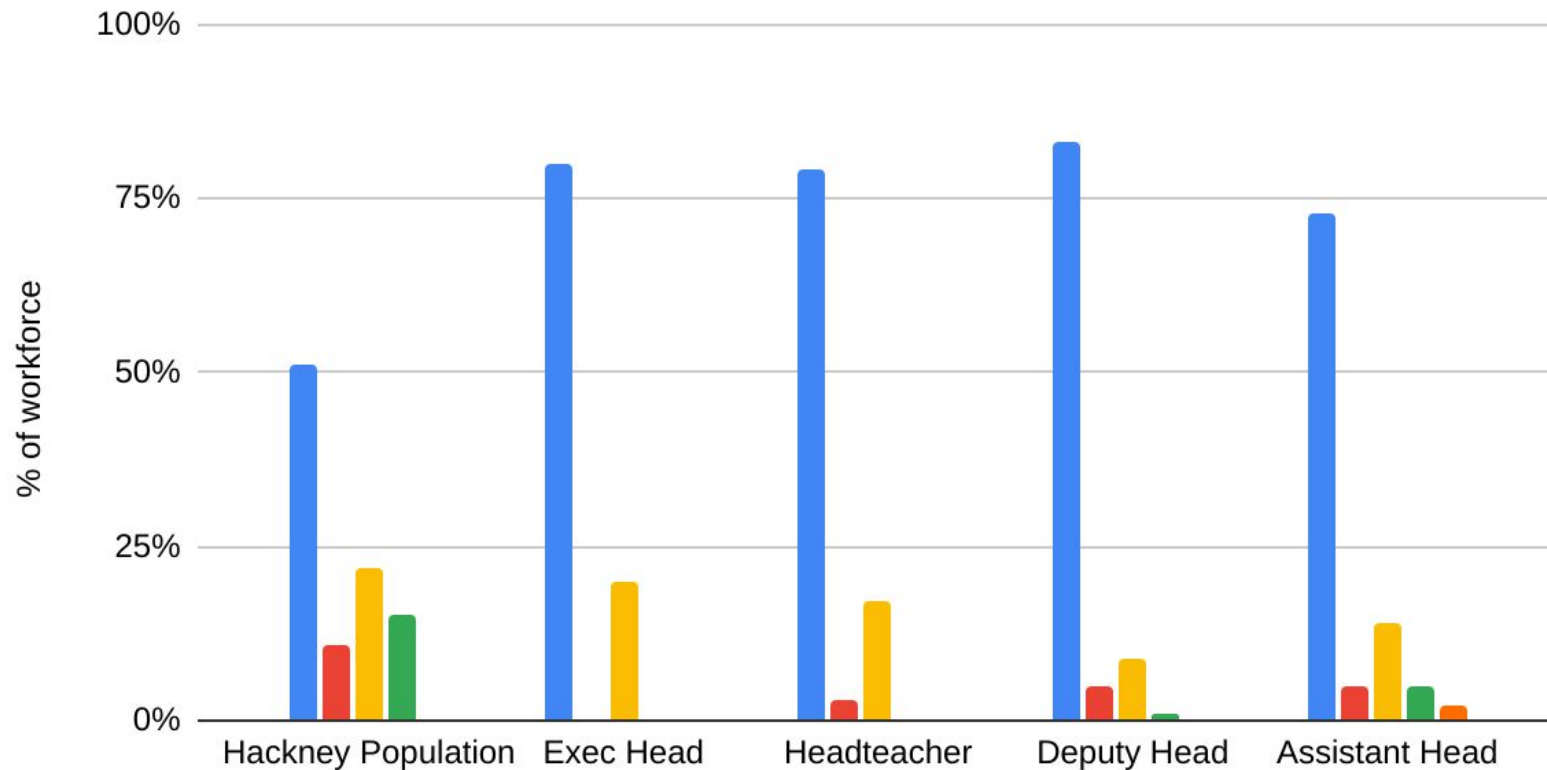


Ethnicity of Hackney Education workforce by grade



Ethnicity data for Schools' Senior Leadership

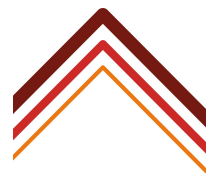
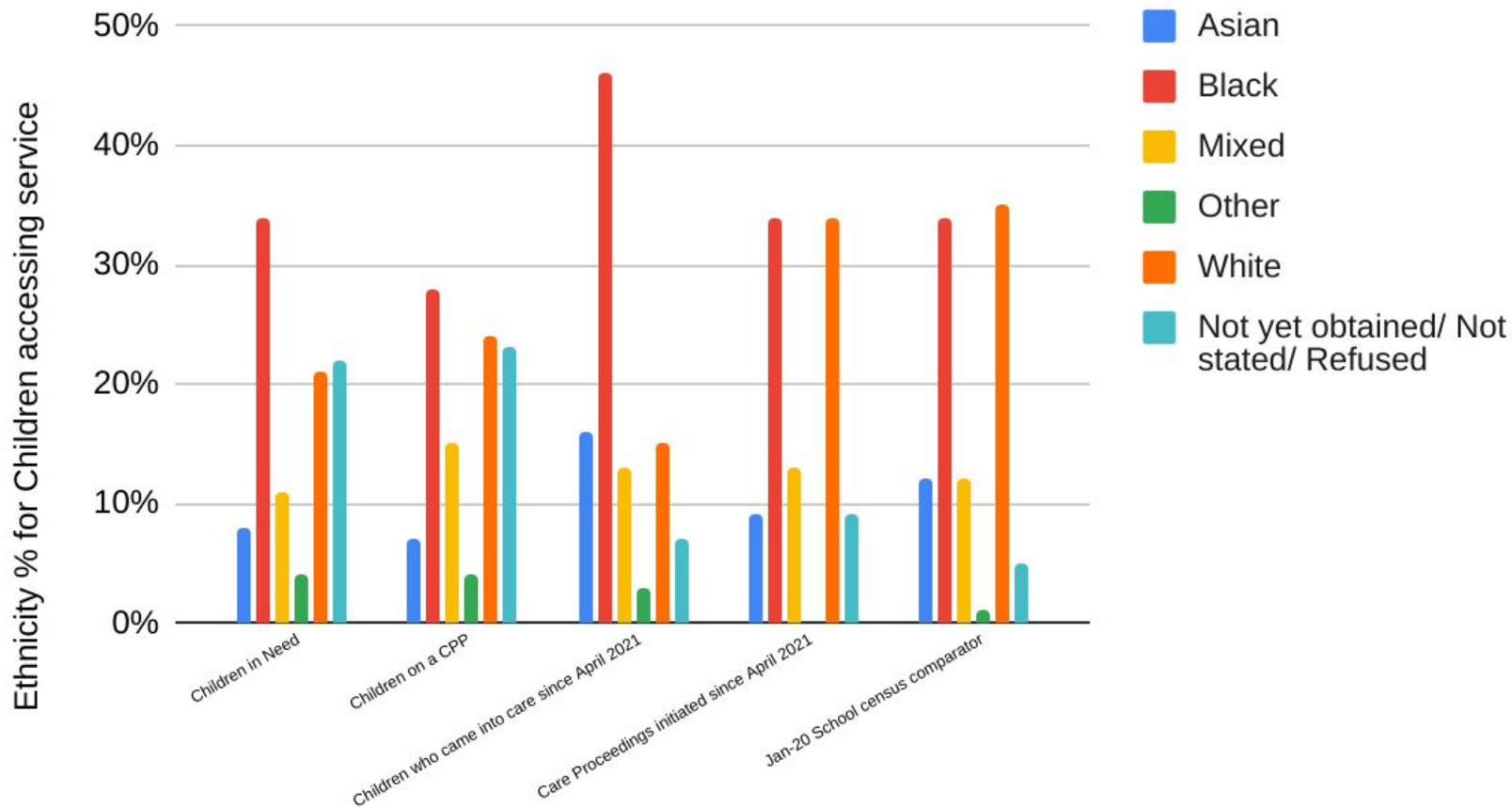
White Asian Black Mixed Other



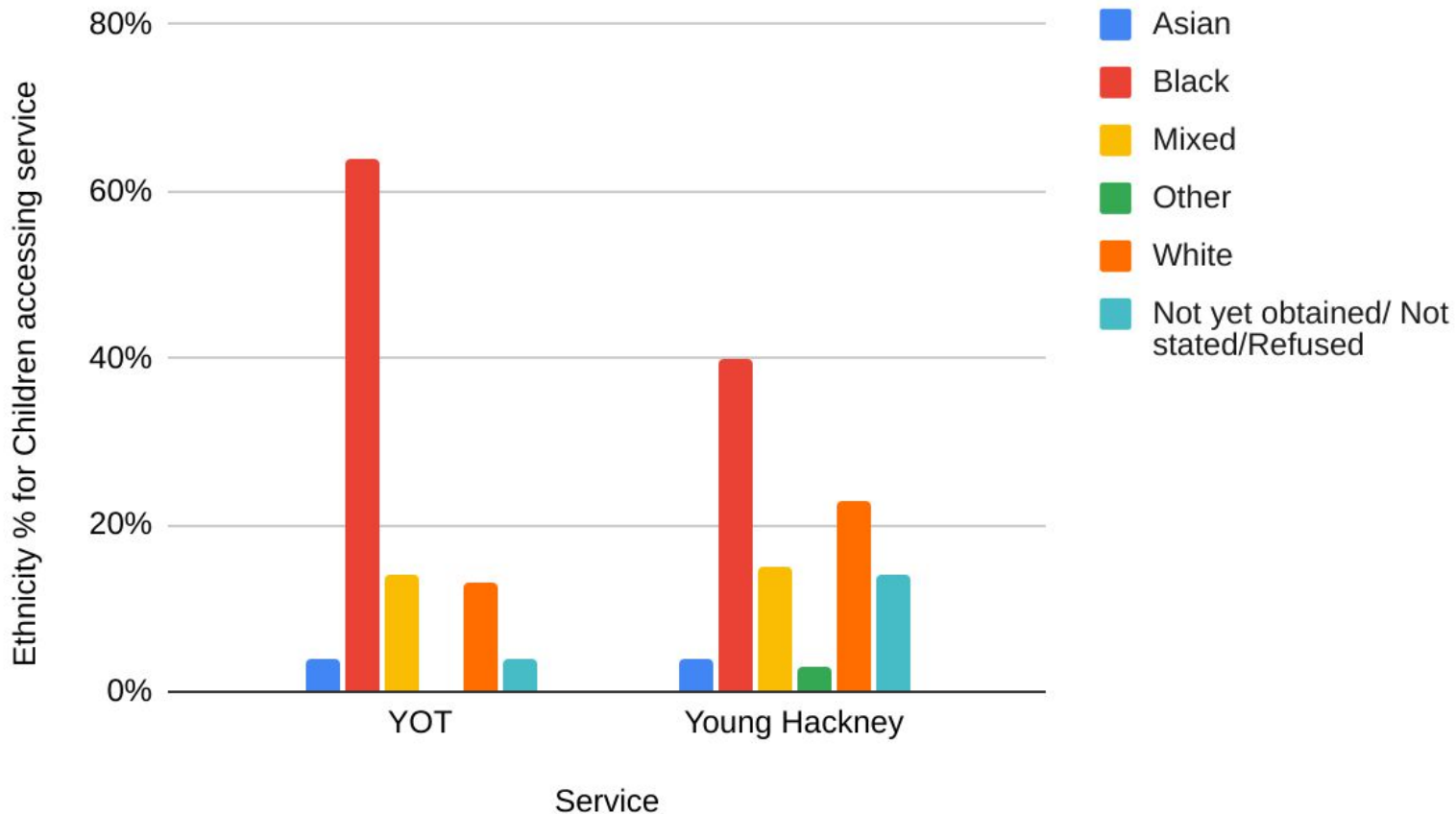
School Leadership Team (Data Source - School Workforce Census 2020)



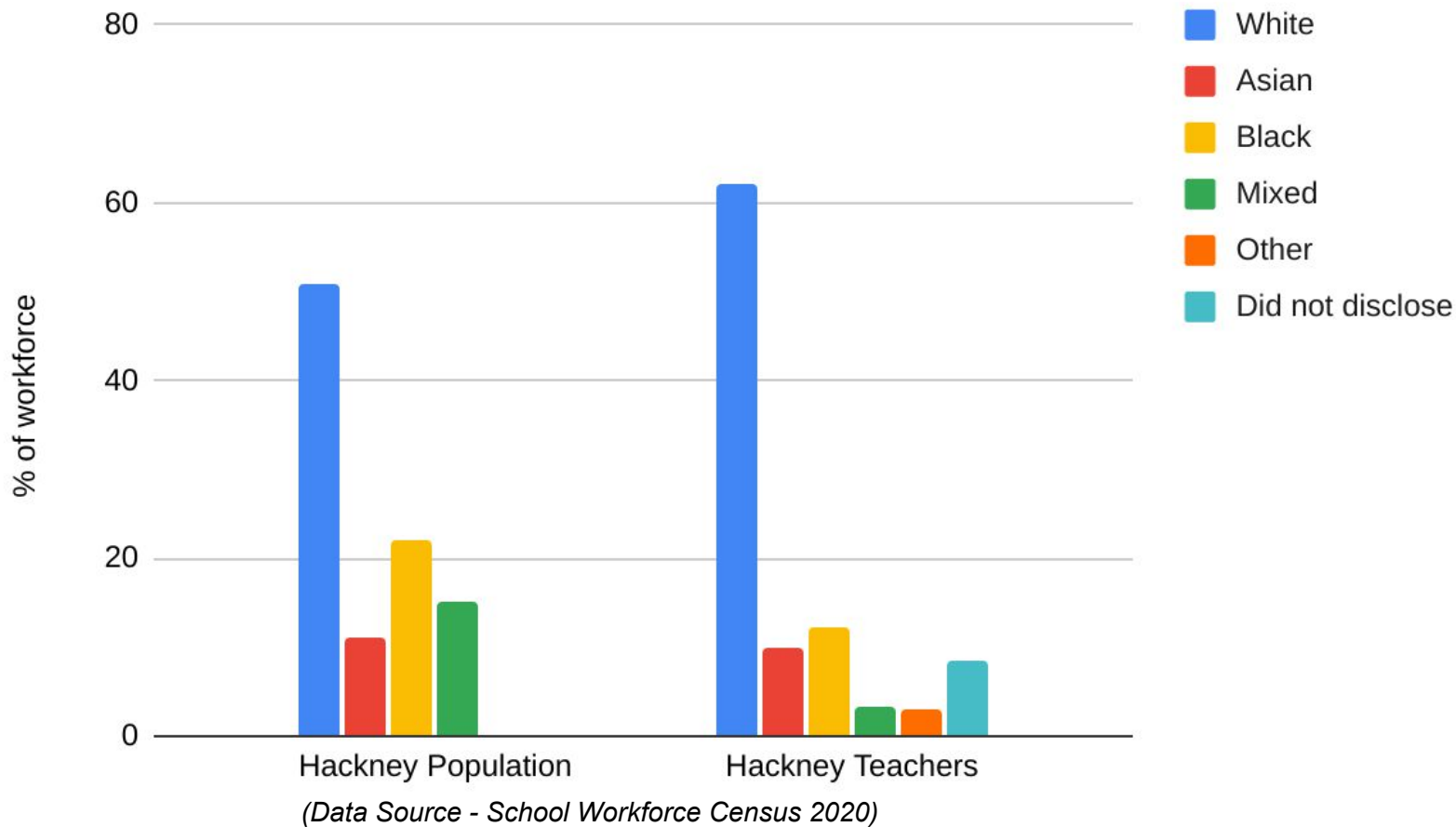
Ethnicity breakdowns for Children supported by Children and Families Services December 2021



Ethnicity breakdowns for Children accessing YOT and Young Hackney



Ethnicity of Hackney population and Hackney Teachers



Do our school support staff represent our community?

Ethic Group	Hackney	Hackney (As per DFE categories)	Support staff
White	51%	51% (does not include non minority ethnic group)	29%
Asian	11%	48% (Black and Global majority- includes white minorities)	64%
Black	22%		
Mixed	15%		
Other	N/A	N/A	N/A
Did not disclose	N/A		7.1%

How antiracist plans and strategies inform and influence local practice and, how/what baseline data is being used to assess the impact of anti-racist and anti-discriminatory practice

Building anti racist practice/thinking into service design and decision making by considering:

- The information and insight that have been used to inform approaches
- Taking different approaches for different people
- Thinking forensically about the experiences and status of different groups rather than group issues under 'BAME' umbrella in design

Learning from work on YBM programme that looks at a baseline in terms of culture and organisational thinking at the beginning of the programme to understand the impact it has had, focusing on service design, governance, leadership and workforce diversity

Working for every child

The Hackney logo consists of a stylized house icon to the left of the word "Hackney" in a bold, sans-serif font. The house icon is composed of several parallel lines in shades of red, orange, and yellow, forming a triangular shape with a flat top.

Research about further recruiting a diverse workforce in schools

Our aim is to have inclusive recruitment, professional development, promotion and retention.

We have found research examples:

- Representation matters - read [here](#)
- Rethinking how we can improve the diversity of the teaching workforce in England- read [here](#)
- Making progress? Employment and retention of BAME teachers in England- read [here](#)



Monitoring

Children and Families and Education Services

CFS Metrics

Measure / Target	Obtainable (Y/N)	Source/Frequency
Staff workforce is representative of child and family population in Hackney at all levels including at senior leadership levels.		
Workforce data to measure disproportionality of workforce- data to be proportionate within 5% margin of Hackney population	Y	MISA Quarterly data to WFDB
Staff who attend training report this to be impactful and sign up to be part of regular interview panels	Y	Single survey re experience of training; % Black and Global majority staff sign up to be part of interview panels
All JDs are reviewed	Y	Completion to be monitored at WFDB
Black and Global majority staff report positively in surveys	Y	PRELG Survey 6 monthly
Routine programme of support to be in place across the council and staff from Black and Global majority backgrounds report positively about this	Y	PRELG Survey 6 monthly plus bespoke surveys as part of available support programmes

CFS Metrics

Measure / Target	Obtainable (Y/N)	Source/Frequency
Leadership and practice with children and families take a pro-actively anti-racist stance to address racism, discrimination and inequality		
Audit programme demonstrates that our our work in respect of identity, diversity and anti-racist and anti-discriminatory practice is Good	Y	Reported in all collated holistic audit reports throughout the year
Children and Families are engaged including Looked After Children and report positively on their experiences	Y	Focus Group and survey at end of engagement work
Initial increase in complaints around racism and discrimination as we demonstrate our openness and subsequent decrease in number of complaints as we continually improve our anti-racist practice	Y	Complaints Annual Report
Monitoring of ethnicity of children coming into care, via age	Y	MISA Quarterly

CFS Metrics

Measure / Target	Obtainable (Y/N)	Source/Frequency
Leaders and Practitioners across CFS take action to address structural racism and proactively lead, support and constructively challenge the broader system including in partnership discussions as required		
Audit programme of children's files; audit of professional supervision; data from informal and formal performance monitoring	Y	Audit programme throughout the year; Audit of professional supervision at end of 2022; HR end of year report
Community groups report i) feeling listened to and ii) their views are having an impact	Y	Focus groups and surveys with community groups at end of engagement work
Anti-racist Charter is published and partnership develop methodology for capturing and sharing concerns about discriminatory practice and racism and effective actions taken to address		CHSCP evidence of charter being published and implemented; tool to capture concerns and share learning in place and audit in 2023 re multi-agency response to concerns about racism
A reduction of exclusions for Black boys over time	Y	MISA- Hackney Education
Data re reduction in disproportionate outcomes for Black boys	Y	YOT data

HE Metrics

Target	Source	Next steps
<p>All settings and schools work toward aspirational targets for BC and BA (based previous best)</p>	<p>Continued collation of school data SIP collate ambition and track progress Identification/ sharing of best practice to support individual schools to continue</p>	<p>Analyse attainment over time for BC and BA pupils - set ambition Compare outcomes against all and also White UK SIPs track attainment of BC and BA and report on gaps</p>
<p>30% reduction in FTE for 2022 and then again for 2023 to bring local figures into line with national rates</p>	<p>MISA data Exclusions board strategic work Revise the SLA with NRC Behaviour reviews to support systemic change</p>	<p>Focus on early help to identify and support young people and schools in identification of need Expand and make best use of local provision (pupil referral unit, alternative provision)</p> <p>Assign an officer (school improvement adviser) to oversee alternative provision</p>
<p>Curriculum: the touchstones in the Hackney Education Workstream roadmap, give below, are met</p> <p><i>There is a decolonized curriculum, or clear work toward this, in all settings and schools</i></p>	<p>Hackney Education</p>	<p>Create a core team to drive the work Identify/recruit unit writers Support schools in developing their own curriculums</p>
<p>Parent/community voice diversifies provision and the way we work with each other e.g. parent voice is an explicit part of local arrangements</p>	<p>Hackney Education</p>	<p>System Leader for Parental engagement to support and challenge schools to improve systems of engagement with families</p>
<p>All parts of the system demonstrate cultural responsiveness, racial literacy, social justice and critical thinking.</p>	<p>Hackney Education: three year plan, service plans Workstream reporting to SLT Governor training/ support provided Tracking of Young Governor pilot</p>	<p>Continued sharing recruitment policies that support schools or settings in ensuring better community representation Roll-out of in-service and settings/schools facing training All employees promote the concept of the inclusive school/setting (as per three year plan)</p>

What we're working on

- A shared **position statement**
- A shared **language**
- A shared **reporting tool** for updating on progress
- An **engagement plan** for how we reach out to children, families and schools and all make the most of these opportunities. Understand what they want and that the work we are doing is right for them
- Developing an **evaluation framework** that's informed by **insight and data**
- **Governance arrangements** that provide oversight of the progress of the plan and also require us to engage to the expertise of our Black and Global majority staff whilst ensuring that White colleagues and leaders take responsibility for creating change
- A **comms plan** to share our actions and outcomes internally and externally

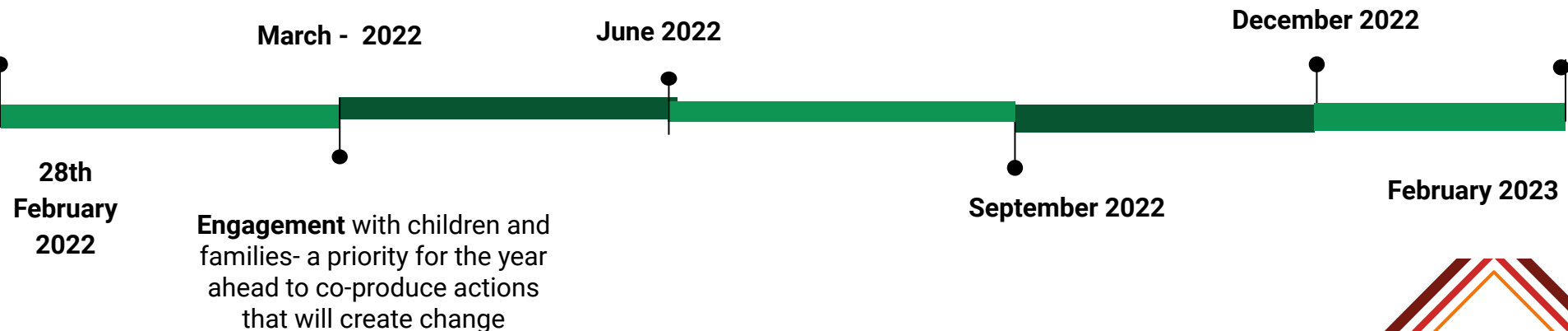
Next steps - timeline

Establish **Governance** framework in conjunction with Corporate Governance of Anti-Racist Practice, and alongside Children's Partnership Plan

Develop an **Joint Evaluation Framework / dashboard** to create baseline data that will be used to influence our action plans and report back against progress delivering actions that improve lives for children and families.

present back the **C&E joint plan** alongside the corporate update

CYP Scrutiny



Working for every child



Questions?

