

**Directorate/ Service:** Children and Families Services - Learning

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**Best Council Plan:**

Child Friendly Leeds ambition is to make Leeds the best city in the UK for children and young people to grow up in.

Our child-friendly city aspiration is closely linked to the aspirations of the Best City Ambition.

The Leeds Children and Young People's Plan explains our child friendly approach and sets out priority areas of work which include:

- Increase the number of children and young people participating and engaging in learning
- Improve achievement and attainment for all, and
- Improve at a faster rate educational progress for children and young people vulnerable to poor learning.

Outcomes - Do well at all levels of learning and have skills for life.

**Equality Improvement Priority:**

**Strategic Approach to Racial Equality in Learning Settings**

Learning settings, both locally and nationally have tried in vain to source training and development to deliver statutory equality, diversity, and inclusion (EDI) objectives. The quality of assurance of EDI educational offers is variable with high associated costs and often minimal impact.

As part of The Refreshed 3As Plan, the needs of the sector, and to achieve a relatively low cost and high impact EDI framework, Leeds Beckett University has been chosen as a collaborator and provider. The collaboration has secured and shaped a free Leeds anti-racist offer to all learning settings.

Leeds City Council will be the first local authority to offer a network of this kind in the country.

**Performance indicator/measure:**

**Key measures**

- The number of schools and colleges having participated in the training.
- The number of members joining the free Anti-Racist professional network.
- The number of Anti-Racist Leads established in learning settings.

- Contributions made by learning settings towards Leeds Beckett’s research.
- Feedback from learning settings to Leeds Beckett based on their engagement levels and impacts of belonging to the professional network.

**Group headings**

This priority relates to the following protected characteristics:

Age	x
Carers	x
Disability	x
Sex	x
Race (BME)	x
Religion or belief	x
Sexual Orientation	

Transgender	
Cohesion (fostering good relations)	x
Socio economic (poverty	x
Pregnancy and maternity	
Marital/civil partnership status	
Other (please specify)	

**Equality analysis (rationale) – what quantitative and /or qualitative information has been used and what is it telling us?**

The Centre for Race, Education and Decoloniality Centre is based within the Carnegie School of Education at Leeds Beckett University and aims to challenge everyday racism and structural race inequalities in education through research, evidence-based practice and the professional development of pre-service and in-service teachers, nationally and internationally.

Academic and professional research enables us to understand the experiences of people of colour, including children, young people, teachers, education leaders and community groups. Through the research the centre seeks to inform education policy change, to decolonise and transform curricula to reflect the contributions and experiences of people of colour, nationally and internationally - in order to prepare all to live, learn and work in a racially and ethnically diverse world.

The work of the Centre for Race, Education and Decoloniality is led by Professor Vini Lander and in collaboration with Children and Families Services in Leeds will support learning settings in the city to develop a culture of anti-racism, whatever their starting point.

Through this project the aim is to showcase Leeds learning settings’ commitment to anti-racism practice regionally, nationally and internationally using evidence-based research to highlight best practice in a publication.

**What difference do we want to make?**

Academic and professional research enables us to understand the experiences of people of colour, including children, young people, teachers, and education leaders.

Learning settings are often unique and have their own individual cultural make up of staff and students. Whatever level of ethnic diversity of those attending settings in Leeds, there is a need to consider race and education for the benefit of the organisation, for the children who attend and the staff that support the learning. It is vital that all settings in Leeds equip their children to live, learn and work in multi-ethnic Britain and to prepare staff and pupils to be racially literate. To instil a culture of anti-racism in any setting it is imperative that the curriculum reflects the contributions that people of colour have made to knowledge construction.

In addition, there are settings with a small minority of BAME students who may feel isolated, and it is important that the learning environment and curriculum is supportive. It is not enough to be non-racist. We must be actively anti-racist.

### **Key actions**

Through the development of an anti-racism community in Leeds learning settings, the partnership aims to provide support and guidance to develop the knowledge of settings leaders along with their understanding of race and racism in education. The network will be developed in alongside the offer of training.

- Termly network meetings plan to focus on discussions based on:
  - Governance, Leadership and Strategy
  - The School Environment
  - The Hidden Curriculum
  - Pedagogy and Curriculum
  - Working with Parents, Carers, and the Community