

**Centre for Race, Education
& Decoloniality**

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LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL
OF EDUCATION

ANTI-RACIST SCHOOL AWARD

An accreditation and development tool to strengthen anti-racism within the whole school

The Carnegie Centre Race, Education and Decoloniality has developed the Anti-Racist School Award to give your school a framework for a whole school approach to developing anti-racist practices, whatever your school's starting point. Schools embracing the award will demonstrate a deep commitment to working towards excellent practice by embracing anti-racism as part of a part of their core business. You will translate your school's mission, vision and values into policies, processes and practice which bear out your commitment to having a rich whole school culture where all members of your school community thrive.

Background

This award builds on the flyer sent out to over 2000 secondary schools in June 2020 after the brutal murder of George Floyd and the subsequent Black Lives Matter protests. The flyer asked schools and teachers to respond to the following questions with respect to race and racism:

1. Where do I stand in matters related to race?
2. Am I able to talk about race and racism from an informed position? If not, why not? What do I need to do to change that position?
3. Whose knowledge is privileged? Why?
4. Do I teach about and include diverse perspectives in the curriculum?
5. Does the curriculum provide students with an opportunity to reflect their lives and histories?
6. Is my teaching space safe for all students to have courageous conversations about race and racism? How can I support them to explore these issues in my classroom regardless of the subject I teach?

Purpose and rationale

This award is intended to support senior leaders and governors of MATs and schools who through values led leadership are committed to improve their schools and educational environment to establish an anti-racist school. In such a school, students from Black, Asian and Minority Ethnic (BAME)¹ backgrounds feel their identity is affirmed by their school and teachers. BAME students feel secure in how they express their ethnic, cultural and religious identities. BAME students and staff feel safe at school. BAME staff and students can work and learn without fear of being subject to racism in any form.

¹ BAME Black, Asian and Minority Ethnic is a common term used in policy documents. It is a term approved by the state. Other terms may also be used as forms of inclusion for racialised groups (e.g. people of colour, Black, Brown, White) or to denote specific ethnicities (e.g. Pakistani, Bangladeshi, African).

The Award

The Anti-Racist School Award is an assessment tool to evaluate current Policies, practices and initiatives within your school. It enables evaluation of the overall anti-racist strategies that exist within your school whilst also helping to give structure to the development plan To improve the school's approach to anti-racist practice

This award acknowledges achievements in supporting your whole school community's environment with respect to anti-racism through a recognised and respected quality mark. The Anti-Racist School Award will support schools to improve the knowledge and understanding of pupils and staff about anti-racist approaches across all areas of the school

Why is the Anti-Racist School Award needed?

Research by the Runnymede Trust (2020) and other bodies has shown the main barriers to change when it comes to developing anti-racist practice in schools is:

- The lack of commitment to anti-racist practice by senior leaders
- The Eurocentric nature of the curriculum does not engage nor meet the learning needs of a diverse pupil population
- Racist incidents are not dealt with in a timely or appropriate manner
- A lack of racial diversity within the staff especially in senior levels

The Anti-Racist School Award helps to remove these barriers by offering a framework which is accessible to schools; fits within the context and realities of schools; ensures schools are ready to deal with the any concerns that may arise.

A commitment to enhancing anti-racism through school strategies and interventions is vital, but anti-racism support can be further strengthened when schools positively adopt wider evidence-informed practices, such as developing close working partnerships with families and the community. The Anti-Racist School Award ensures a focus on the whole school community.

Why apply for the Anti-Racist School?

The award aims to:

- Improve your overall school environment to strengthen the understanding of pupils, staff and parents about being part of an anti-racist school culture
- Reduce the risks of Racist incidents impacting on the future lives of pupils
- Enable and enhance the full potential of all Through an anti-racist school environment and curriculum
- Ensure schools are using evidence-based approaches that align With professional and legislative guidelines

Impact of achieving the award

Achieving the Anti-Racist School Award offers public recognition and demonstrates your school's commitment to:

- Providing a culture and environment that maximises pupils' academic attainment and staff job satisfaction
- Improving pupils' and staff self-confidence, self-awareness, resilience and emotional intelligence
- Building a stronger society and enabling better futures for pupils by
- Reducing bullying, discrimination, violence and enhancing conflict resolution skills
- Promoting social inclusion, equality, diversity, dignity and respect
- Improving recruitment and retention of high quality staff

The Anti-Racist School Award framework

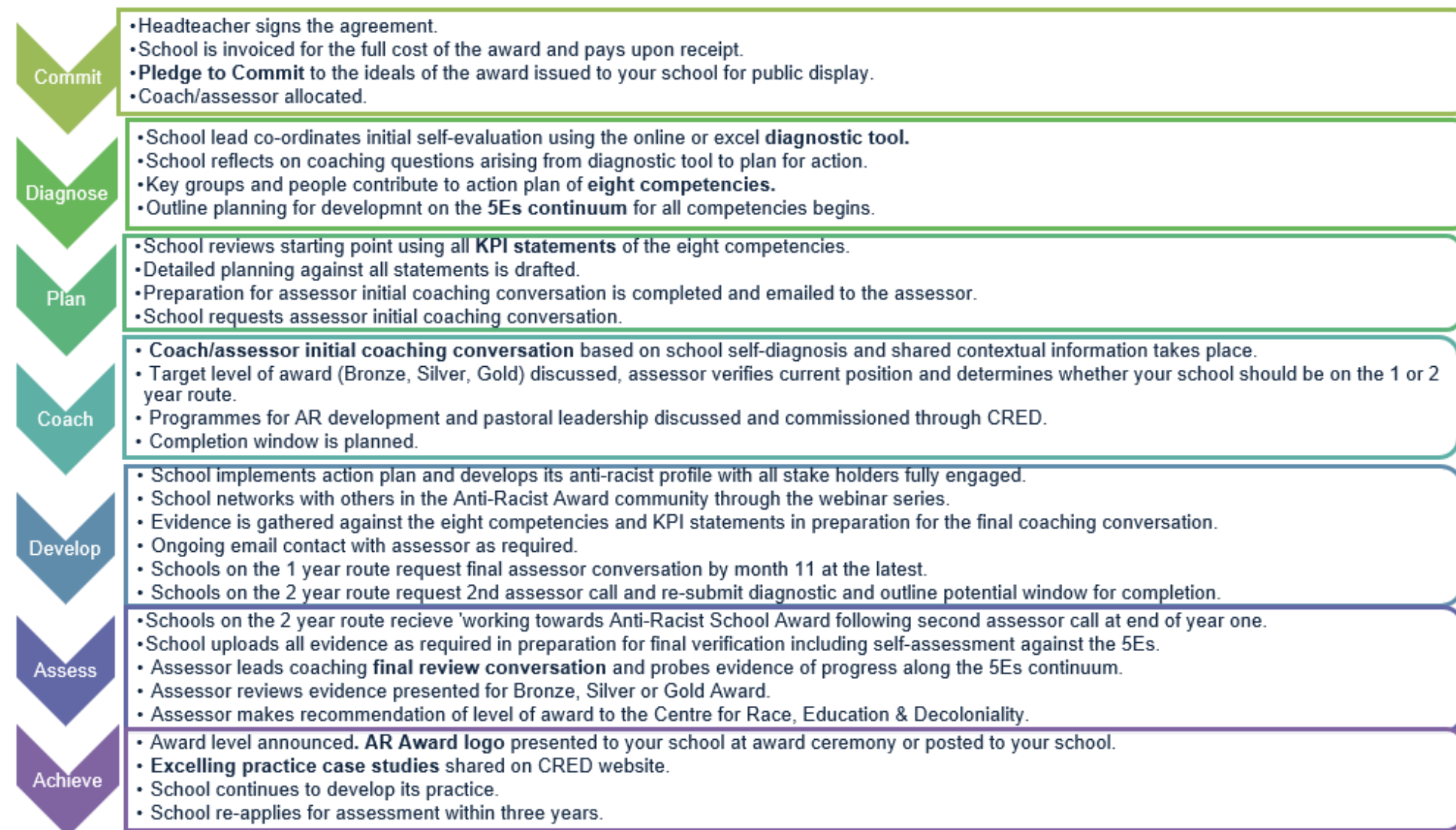
The award is based on six key competencies, each with a series of KPI statements, that you will use to self-evaluate your school's practice.

The six competencies are:

- Governance, Leadership & Management
- School Environment
- Professional Learning & Development
- The Curriculum: Hidden Curriculum
- The Curriculum: Pedagogy & Curriculum
- Parents/Carers & Community Partnerships

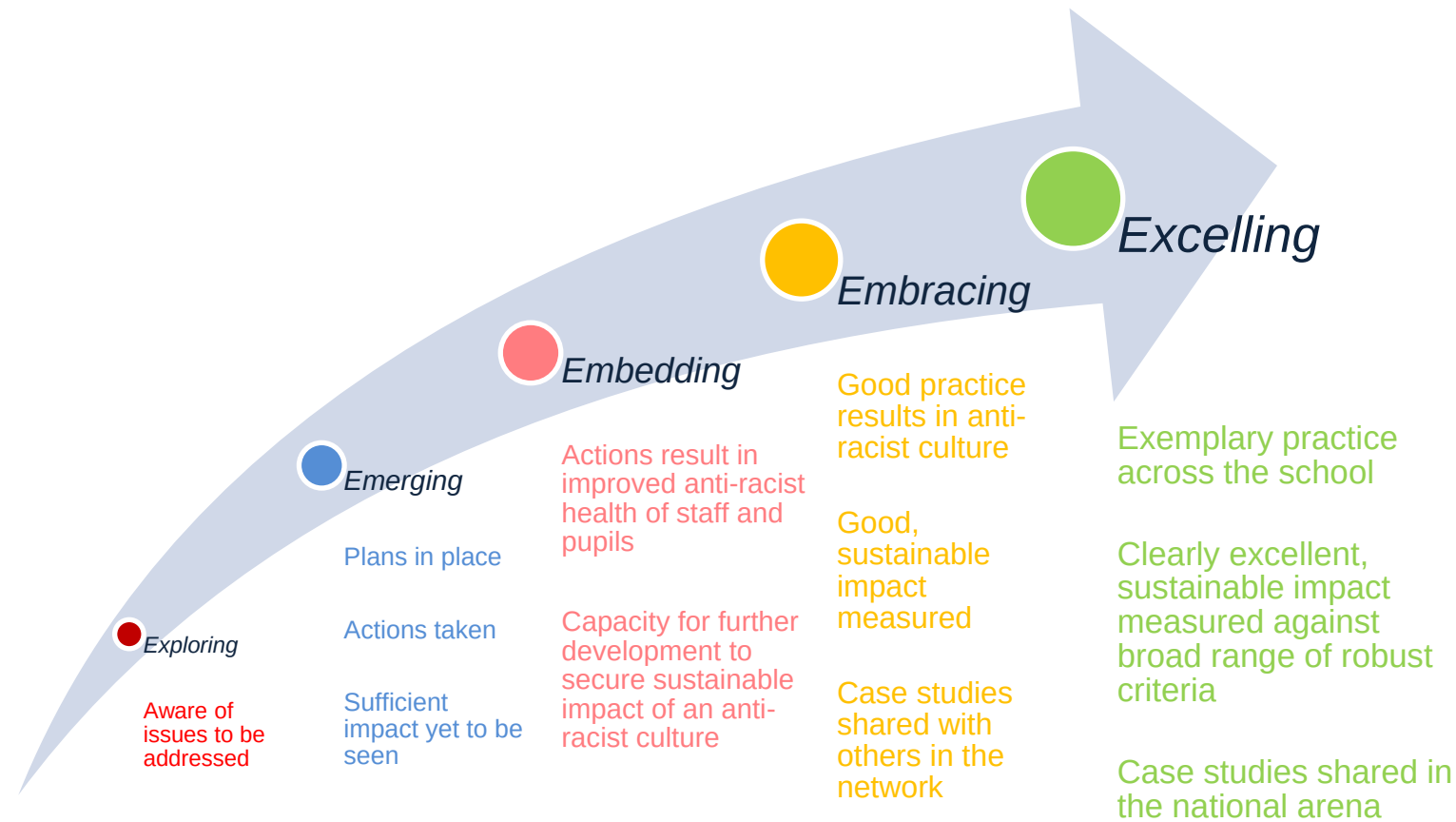
Award Process Overview

Anti-Racist School Award Process Overview



5Es Continuum of Improvement

Your school will self-evaluate against the eight competencies using the following definitions of the 5 Es continuum of improvement model:



Award – Levels of Achievement

Your award assessor will use the information supplied by your school to plan an assessment conversation based on the evidence built up by your school. The conversation and the evidence will inform the level at which the award is made (bronze, silver or gold) based on this assessor grading matrix.

Award	Assessment Competencies	Assessment Statements
Gold	Excelling in <i>all</i> six award competencies	• <i>Excelling</i> in majority of statements • At least <i>Embracing</i> in all remaining statements • Exceptionally, <i>Embedding</i> in one or two, if any, statements
Silver	At least <i>Embracing</i> in <i>all</i> six award competencies	• <i>Embracing</i> in majority of statements • At least <i>Embedding</i> for all statements • Exceptionally, <i>Emerging</i> in one or two, if any, statements
Bronze	At least <i>Embedding</i> in <i>all</i> six award competencies	• At least <i>Embedding</i> in all statements • Exceptionally, <i>Emerging</i> in one or two, if any, statements

Notes:

Majority refers to at least 60% of statements. Exceptionally, one or two statements may be below the expected level. This will be tolerated where a greater percentage of statements are at the higher level and the explanation and the school shows a strong track record of improvement.

Award Levels Explained

The standard award is made at Bronze Level. This recognises that a school has met all the requirements of the award. Some schools are able to demonstrate additional impact in their school and beyond. For this reason and in recognition of this work and its impact, the Award can be made at Silver or Gold Level.

Bronze Award

The award is made at bronze level where schools have at least a 60% profile of 3s / Embedding; please see the '5Es Continuum of Improvement' on page 7 in this guide for full details. Plans and actions will be embedded and secure. Impacts have been measured and evidenced throughout. Coaching questions will be asked to verify your self-assessment during the final coaching conversation

Silver Award

The award is made at silver level where schools have at least a 60% profile of 4s / Embracing; please see the '5Es Continuum of Improvement' on page 7 in this guide for full details.

To secure the Award at Silver the school will be sharing its practice with other schools using case studies (e.g. in a MAT or local/regional partnership), outreaching in an 'SLE-style' capacity. During the final meeting you will explain how your school is outreaching to share its practice.

Gold Award

The award is made at gold level where schools have at least a 60% profile of 5s / Excelling, again see the '5Es Continuum of Improvement' page.

To secure the award at Gold level, the school will be sharing its excellent practice through a range of networks and/or publications in the national arena, outreaching in an 'NLE-style' capacity. During the final coaching session, you will share how your school is outreaching through publications and in the national arena to share its practice and to help shape policy.

The Anti-Racist Award process explained

Commit

Your school request access to the award and makes payment to start the awarding process. The school then receives access to the award via the Mighty Networks platform. Documents and tools including the Award diagnostic are available here for your school. Your school will commit to involving leaders, including Governors, staff from across the organisation, pupils, parents and outside agencies in the development and assessment process. Your school will complete a pledge to commit to the ideals of the Anti-Racist School Award which will be signed by a representative of each group of people indicated above who will work collaboratively on achieving the award at the highest level possible within the assessment framework. The pledge will be displayed in a prominent place within the school as a statement of intent. An experienced, trained assessor coach will be allocated and introduced to your school upon sign up. S/he will act as the main conduit between your school and the Centre. The assessor will use a developmental coaching model with your school in support of your school achieving the Award.

It is anticipated that one assessor will be linked to the school through the process from beginning to end. Where unforeseen circumstances mean that this is not possible, the Centre will identify another assessor who will familiarise her/himself with your school and your progress towards achieving the award at no additional cost to the school.

Diagnose

We have worked with school leaders to develop an interactive methodical diagnostic tool that will support your school lead to co-ordinate an initial self-evaluation based on general questions linked to each of the six competencies of the award identifying your starting position on the 5Es continuum. This tool is available as an excel workbook with a series of sheets that will take your school lead and his/her team through the process of setting up the programme to work towards the Award. Coaching questions specific to your school's identified starting position are generated from the diagnostic tool. These will support your plan for action. The tool has been structured to allow for key groups and individuals to contribute to or lead on the individual competency during the action planning stage.

Plan

Detailed planning can now begin. Your school will review its starting point using all the statements of the eight competencies and draft the actions to be taken to achieve the award. Documentation, including the diagnostic tool, will be completed in preparation for the first contact with your assessor and

emailed to him/her. You will then request your assessor initial coaching conversation.

Coach

Your **assessor initial coaching conversation** will be based on school self-diagnosis and the contextual information you choose to share. This conversation will be by video collaboration call (or telephone if necessary) and is likely to take between 45 minutes and 1 hour. The level of award (Bronze, Silver, Gold) that your school aims to achieve within the first assessment cycle (up to 12 months) will be discussed and the assessor will ask coaching questions to help you verify the accuracy of your current position on the 5Es continuum. The assessor will also discuss the comprehensive range of programmes of support available through the Centre for Race, Education and Decoloniality including development of the role of the Anti-Racist lead and programmes of support for your staff and pupils. These will be commissioned through the Centre as necessary. The completion route of either 1 or 2 years is agreed.

Develop

Your school will implement your detailed action plan and develop its anti-racist profile with all stakeholders fully engaged regularly throughout the process. There are opportunities to network with other schools in the Award community through the Mighty Networks Anti-Racist School Award Community Group. Occasional email contact with your assessor may support your progress. Should you have identified the need for additional support from your assessor in order to complete, then this must be brokered through the Centre for Race, Education and Decoloniality, not direct with the assessor. Your school will continue to develop its anti-racist profile and gather evidence set against statements linked to the six competencies in preparation for completion. Evidence will be saved and uploaded to a sharing platform such as Google Docs or Dropbox. It is expected that the school will make the request for the final assessor conversation during month 10 or 11. The school will have a robust evidence base to support its judgements against each statement within each award competency. Where a school believes they do not yet meet the Embedding stage that could lead to an award at Bronze level, you may ask for an extension before the date for the final review conversation is set.

Evidence set against the six competencies will be uploaded to the online assessment platform for the Award. The final stage will be to self-assess each statement of the six competencies against the 5Es continuum.

Assess

It is expected that the final review conversation with your assessor will take place within one year of committing to the award. Your school lead will ensure that all documentation is uploaded to the sharing platform as required in preparation for final verification at least five school days before the date of the pre-booked assessment conversation. This conversation take place by video collaboration call (or telephone if necessary) and is likely to take up to 45 minutes. Your assessor will probe the evidence submitted against the statements relating to the eight competencies to verify your self-assessed position on the 5Es continuum for each one. Having reviewed the evidence presented for a Bronze, Silver or Gold Award, s/he will make a recommendation of the level of award to the Centre for Race, Education and Decoloniality.

If following the initial call with your assessor it was agreed you would undertake the 2 year process, the call at the end of year 1 will be to re-submit your diagnostic to allow your assessor to see your progress and agree a likely window for completion in the following 12 months. Following your call at the end of year 1 you will achieve a 'working towards Anti-Racist School Award' certificate.

Achieve

You will be notified of the level of award* that your school has achieved within 5 working days after the final review conversation has taken place. Supporting documents will be emailed to the school along with the decision made by the assessor and the assessor's verification report.

*Where a school narrowly misses a higher level of award owing to the evidence based in one competency, the school will have two weeks to submit further evidence within that competency. The assessor will evaluate this emailed evidence and come to their final decision.

*Schools can appeal their award within 10 working days of the quality award assessors' final decision. Another quality award assessor will review their submission and request an assessment conversation. An appeal will incur a fee of £125, which will only be reimbursed if the award decision is changed.

Publicity and use of the quality mark

Your school will be sent, and be entitled to use, the official Centre for Race, Education and Decoloniality Anti-Racist School **Award logo** on your website, stationery and for marketing purposes after the process has been completed and the award made.

Celebrating *Excelling* and *Embracing* practice

Where *Excelling* and *Embracing* practice has been identified, you are encouraged to network and share **case studies** on the Centre for Race, Education and Decoloniality website.

Re-assessment

The award is made for three years. After this time, the school may not use the logo or refer to the award in its documentation (on-line or paper) unless re-assessment has taken place. Re-assessment entails undergoing the full assessment process in place at that time. A discount on the quality award fee applies to reassessment.

Academisation

Where a school converts to an academy or changes MAT, the award will remain within that institution for the three years, however it will not be possible to issue a replacement plaque where the name of school or academy changes. Each academy in a MAT must be assessed individually to achieve the award.

