**London local government: Chief Executives London Committee’s Tackling Racial Inequality Standard**

**Strategic Context**

The Coronavirus Pandemic has affected us all, however, the ways in which we have experienced the pandemic have not been the same. Across London, Black, Asian and Ethnic Multi-Ethnic communities[[1]](#footnote-2) have been disproportionately affected by COVID-19, which has highlighted and exacerbated structural inequalities. The impact of these inequalities spans key areas of everyday life, including housing, education, health, the criminal justice system and employment[[2]](#footnote-3).

Alongside this, the resurgence of the Black Lives Matter movement has reminded us that efforts to tackle racial inequalities have not advanced far or fast enough, and significant challenges remain for Black, Asian and Ethnic Multi-Ethnic communities across London. Feelings of enormous frustration and anger about the ongoing scale of racial injustice that confronts London are at the forefront of our collective consciousness.

In response to these long-standing challenges, the London local government [Tackling Racial Inequality Programme](https://www.londoncouncils.gov.uk/our-key-themes/race-equality/london-local-government-tackling-racial-inequality-programme), which drives collaborative action and activity across the sector, has reflected on the role of local authorities in addressing racial injustice. The CELC Tackling Racial Inequality Standard has been developed to benchmark objectives on race equality allowing London local authorities to self-assess their work programmes, initiatives and practices to measure success.

**Our Duty**

Local authorities strongly believe in their moral duty to tackle social injustice, building boroughs in which all Londoners can thrive. Additionally, evidence finds that greater diversity and inclusion, and being proactive in addressing challenges in these areas, improve business outcomes and productivity[[3]](#footnote-4).

The Public Sector Duty: The Equality Act 2010 requires public bodies to have due regard for eliminating discrimination, advancing equality of opportunity and fostering good relations between different people when carrying out their activities. This includes specific duties for engagement by public authorities. Currently, the London local government perspective is that the duty does not go far enough to guide and encourage effective implementation. London is the most ethnically diverse city in the UK - it has the smallest proportion of White residents and the largest proportion of Black, Asian and Multi-Ethnic residents compared to other regions (see Census 2011). To reflect this, London boroughs believe we must be more deliberate and proactive in our duty to tackle racial inequality and injustice.

**London local government: CELC Tackling Racial Inequality Standard**

The CELC Tackling Racial Inequality standard is a self-assessment tool designed for London local authorities. Local authorities can benchmark their current work programmes, initiatives and practices on race equality against each category in the Standard. Crucially, the Standard describes the level of practice required of local authorities to meet the minimum to exemplary standards on racial equality. We encourage authorities to use the criteria to improve their current standards embracing continued improvement with the aim of ‘leading practice’ in all categories.

The Standard is informed by and celebrates local initiatives and builds a model to assess the impact of these initiatives to cultivate pan-London [shared learning and good practice](https://www.londoncouncils.gov.uk/node/38395). This product seeks to support and encourage organisations to transition from compliance-based models on race equality to values-based structures[[4]](#footnote-5) where there is a clear commitment to improvement, and every employee recognises the value of change and delivers on expectations embedded within the workplace culture. The Standard emphasises integrity, dignity, respect, openness and transparency, and embraces continuous improvement.

There are three levels of practice set out in the Standard.

* **Developing practice** – Limited or no compliance with the Standard’s category, however, there is evidence of some commitment (internal and/or public) to positive change and improvements. Lacking the values and behaviours of a diverse and inclusive organisation[[5]](#footnote-6) with no or little evidence of meeting the requirements of the Equality Act 2010, but recognition and some evidence of progress around the race equality journey.
* **Established practice** - Partially compliant with the Standard’s category with definitive commitments and plans within the organisation to change and improve. Demonstrating some values and behaviours of a diverse and inclusive organisation and meeting the requirements of the Equality Act 2010.
* **Leading practice** –Fully compliant with the Standard’s category with clear commitments and plans that are being delivered and evaluated. Demonstrating values and behaviours of a diverse and inclusive organisation and exceeding the requirements in the Equality Act 2010.

**Desired Outcome**

London local authorities will be able to demonstrate a strategic and coordinated approach to tackling racial inequality which is reinforced by values, behaviours and activities that support individual councils. This will help ensure our individual and collective action reflects the needs of London and that, as a city, we are leading by example on the issue of tackling racial inequality, injustice and disproportionality. The Standard enables local authorities to reflect on and improve their practice across seven categories:

1. **Strategic Leadership and Management:** Executive leaders use their influence on people, organisations and external stakeholders to push forward diversity and inclusion agendas. They create systems of clear accountability and evaluation of impact.
2. **Employee Lifecycle:** Racial equality is embedded in the systems, processes and practices to eliminate all forms of discrimination in the employee lifecycle and has established an anti-racist organisation and culture. This includes recruitment, induction, supervision, training and development, retention and reward, disciplinary and grievances, policies and procedures.
3. **Data Governance:** Data is collected consistently, completely and accurately to understand race-related challenges and inform solutions. Data is widely published, interpreted and analysed to support the organisation’s mission to be open and transparent and embrace continuous improvement.
4. **Policies and Processes:** Internal policies and processes are clear and robust in fostering an anti-racist culture, supporting staff and ensuring dignity at work.
5. **Strategies and Action Plans:** There are clear, co-developed and resourced strategic ambitions and actions in place to deliver change and impact.
6. **Staff Networks:** There is a prevalent and well-supported staff network(s) in place to drive, recommend and deliver change within the organisation and for service delivery.
7. **Community engagement:** Community engagement is inclusive, transparent, and meaningful. It has been developed with careful planning, collaboration and co-design with a commitment to a sustainable participatory culture.

**Scoring against the categories**

To help support an organisation’s race equality journey the Standard has been constructed to enable scoring against each category. Each category includes a score range that can be used to help understand and capture whether an organisation is at the developing, established or leading level.

Points per practice level:

* None: 0 points
* Developing practice: 1 point
* Established practice: 2 points
* Leading practice: 3 points

The score ranges have been calculated using the following methodology:

* Developing practice – this ranges from 0 to the equivalent of scoring all available developing practice combined with reaching all available established practice in the remaining criteria, where the developing practice is not available. E.g., in Category 1 there are six established practice levels, two of which include developing practice levels – therefore the top score within developing practice is *2 points* (reaching the two developing practice levels) + *8 points* (reaching the four remaining establishing practice levels) = *10 points.*
* Established practice – this ranges from exceeding the top score in developing practice to meeting all available established practice combined with reaching all available leading practice in the remaining criteria, where established practice is not available.
* Leading practice – this ranges from exceeding the top score in established practice to meeting all the leading practices within the category.

*An example of the scoring system working in practice can be found at the end of this document.*

**Category 1: Strategic Leadership and Management**

*Executive leaders use their influence on people, organisations and external stakeholders to push forward diversity and inclusion agendas. They create systems of clear accountability and evaluation of impact.*

Score ranges:

* Developing: 0 – 10
* Established:11 – 18
* Leading: 19 – 22

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| Senior leadership (executive and political) have publicly committed to reducing inequality, fostering good relations and challenging discrimination. | A senior race lead/ SRO is appointed who acts as an ambassador for race and is responsible for driving and delivering change and impact - this should be an existing senior officer and/or Member or Cabinet Member.  | Senior leaders personally challenge race inequalities and drive an improvement agenda. Senior leaders can demonstrate their commitment to equality in decision-making and how this informs the way the organisation responds to challenges. This includes a commitment to personal development, such as EDI training for addressing bias and microaggressions.  |
| Roles and responsibilities addressing racial inequalities are not clearly defined and there is a lack of understanding of the risk and impact of organisational decisions on diverse communities. | Roles and responsibilities addressing racial inequalities are clearly defined and there is an understanding of the risk of organisational decisions, but the impact of these decisions is not improving outcomes for diverse communities. | Roles and responsibilities addressing racial inequalities are clearly defined and the impact of organisational decisions has improved outcomes for diverse communities as evidenced by Equality Impact Assessments (EQIA)[[6]](#footnote-7). |
|  | A public organisational statement for tackling racial inequalities in the workforce, communities and services they deliver. |  |
|  | Addressing racial inequalities is explicit in the organisation’s strategic objectives. |  |
|  | The senior leadership team has performance objectives on equality, diversity and inclusion (EDI). | The senior leadership team has performance objectives on EDI with an explicit action plan and accountabilities for racial inequalities.  |
|  | People managers have performance objectives on EDI. | People managers have performance objectives on EDI, with an explicit action plan and accountabilities for racial inequalities. |
|  | Dedicated leadership meetings focus on EDI, creating actions, identifying racial inequalities, tracking progress, and ensuring accountability. |
|  | Senior leaders and managers can demonstrate instances of allyship around race practice and race-related issues. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 2: Employee Lifecycle**

*Racial equality is embedded in the systems, processes and practices to eliminate all forms of discrimination in the employee lifecycle and has established an anti-racist organisation and culture.*

Score ranges (across A – E):

* Developing: 0 – 36
* Established: 37 – 59
* Leading: 60 - 75

**Category 2a:** **Recruitment[[7]](#footnote-8)**

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| Data is collected but not analysed, nor used to support diversity initiatives or prioritise inclusion at any stage of recruitment, including longlisting, shortlisting, interview and appointment.  | Collected data is analysed and used to support diversity initiatives that prevent discrimination and prioritise inclusion at each stage of recruitment, including the application process, job description, specification, and advertising space. | Collected data is analysed and used to support diversity initiatives that prevent discrimination and prioritise inclusion at each stage of recruitment, including the application and assessment process, job description, specification, and advertising space. |
|  | Mandatory EDI recruitment training for all hiring managers, including combatting types of bias. | Mandatory EDI recruitment training for all hiring managers, including combatting types of bias and anti-racist hiring practice. Specialist EDI training and initiatives for the hiring process in SLT.  |
|  | There is an assessment of recruitment systems to evaluate how algorithms affect diverse and inclusive recruitment and there are efforts to address system shortcomings. | Recruitment systems are routinely evaluated to ensure they are as effective as possible in supporting diverse and inclusive recruitment. Updates to the system are made to help facilitate this. |
|  | There is an EDI representative on every interview panel and an EDI question within the interview process, which prevents mobilisation bias and improves outcomes. | There is an EDI representative on every interview panel and an EDI question within the interview process, which prevents mobilisation bias from delivering exemplary outcomes. |
|  | An annual review of appointments against organisational recruitment targets, including a comparison of appointments’ diversity make-up against the longlist of applicants. |  |
|  | Anonymisation of all recruitment practices and publishing of recruitment panels.  |
|  | Pre-application workshops and events for candidates from Black, Asian and Multi-Ethnic backgrounds. |
| The workforce is not reflective of the local community at any level of the organisation | The workforce is reflective of the local community at some levels of the organisation. | The workforce is reflective of the local community at all levels of the organisation. |
|  | Simplification of job adverts including a review of the relevance of requested qualifications and recognitions of the variety of global qualifications.  |  |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 2b: Induction and Supervision**

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| Collected documentation of organisational development processes, including probation reports and appraisals, are presented to senior leadership but are not successfully used to support EDI initiatives. | Collected documentation of organisational development processes, including probation reports appraisal, are presented to senior leadership and are used to support EDI initiatives with some impact. | Collected documentation of organisational development processes, including probation reports and appraisals, are presented to senior leadership and are used to support EDI initiatives with a positive impact on the whole organisation. |
|  | EDI is part of the mandatory induction for all staff. | EDI is part of the mandatory induction for all staff. There is the monitoring of workforce attendance, evaluation of training results and staff feedback. |
|  | The career induction provides information and advice on career pathways (principle 5 – Race at Work Charter[[8]](#footnote-9)). |  |
|  | Supervision meetings include EDI discussions to support Black, Asian and Ethnic Multi-Ethnic staff members and this information feeds into their annual appraisals.  | Supervision meetings include EDI discussions to support Black, Asian and Ethnic Multi-Ethnic staff members and this information feed into their annual appraisals. There is robust evidence of learning and actions taken from this process. |
|  | Line managers have EDI objectives that support Black, Asian and Ethnic Multi-Ethnic members of their teams (principle 5 – race at work charter). | Line managers have EDI objectives that support Black, Asian and Ethnic Multi-Ethnic members of their teams (principle 5 – race at work charter) with an explicit action plan and accountabilities for racial inequalities. |
|  | Senior officers have EDI objectives that supportinitiatives, such as mentoring, being a mentee and development through sponsorship. |
|  | A clear understanding of the business case and explicit commitment to a diverse and inclusive workforce. Annual reports are published to detail the organisational value of EDI. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 2c: Training and Development**

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| Inclusive mentoring programmes are established with a matching scheme. |  | Inclusive mentoring and reverse mentoring programmes are established with a matching scheme that provides mentor support.  |
| Black, Asian and Ethnic Multi-Ethnic staff and line managers have regular 1-2-1 meetings, which focus on career aspirations and development. |  |
| There are dedicated resources available and accessible for supporting the development of Black, Asian and Ethnic Multi-Ethnic staff. |  |
|  | Facilitator-led workshops are mandatory for all staff focusing on anti-racism and EDI, including types of bias and micro-aggressions. |  |
|  | Data arising from annual staff surveys are used to design EDI training. | Data arising from annual staff surveys and facilitated safe spaces are used to design EDI training. |
|  | Mandatory EDI recruitment training for all hiring managers, including combatting types of bias. | Mandatory EDI recruitment training for all hiring managers, including combatting types of bias and anti-racist hiring practice. Specialist EDI training and initiatives for the hiring process in Senior Leadership Teams.  |
|  | Leadership training is specifically designed for Black, Asian and Ethnic Multi-Ethnic staff to facilitate the progression of diverse staff and close the ethnicity pay gap. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 2d: Retention and Reward**

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| Pay data demonstrates an ethnicity pay gap.  | Measures have been introduced to close the ethnicity pay gap. | Pay data demonstrates that there is no ethnicity pay gap. |
|  | Funded sponsorship (i.e., championing and supporting) of redeployment, secondment, acting up and other opportunities for Black, Asian and Ethnic Multi-Ethnic staff (principle 5 – race at work charter). | Funded sponsorship (i.e., championing and supporting) of redeployment, secondment, acting up and other opportunities for Black, Asian and Ethnic Multi-Ethnic staff (principle 5 – race at work charter) with defined ethnicity targets which are consistently reported on. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 2e: Disciplinary and Grievances**

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
|  | There are clear and communicated procedures for addressing race-related disputes within the organisations.  | There is an independent process established for reporting, investigating and resolving race-related disputes within a given time period. |
| Data is captured from areas of the employee lifecycle that disproportionally affect Black, Asian and Multi-Ethnic groups but delivers little impact in this area.  | Data is captured from the employee lifecycle and demonstrate there are no negative impacts on Black, Asian and Multi-Ethnic groups. | Data is captured from the employee lifecycle and demonstrates there is a positive impact on Black, Asian and Multi-Ethnic groups, as well as the whole organisation. |
|  | There is a broad understanding of racial trauma within the organisation. | Open and safe spaces are provided for colleagues to address and heal from racial trauma. There is an appreciation and understanding of how different ethnic groups have unique identities and are impacted differently by traumas. The organisation adapts to meet induvial needs and provides education on whiteness and white privilege. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 3: Data Governance**

*Data is collected consistently, completely and accurately to understand race-related challenges and inform solutions. Data is widely published to support the organisation’s mission to be open and transparent and embrace continuous improvement.*

Score ranges:

* Developing: 0 – 10
* Established:11 – 12
* Leading: 13 – 18

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| There is a collection of workforce ethnicity data. | Detailed and expansive workforce ethnicity data is regularly published on the organisation’s website and analysed. Actions are taken to address disproportionality/close any gaps. | Detailed and expansive workforce ethnicity data is regularly published on the organisation’s website. The workforce ethnicity data is compared to other local government organisations, especially those with leading practices, and national targets. Comparative analysis is used for priority/ objective setting. |
|  | The organisation can evidence how its data has been used to challenge practice and demonstrate actions undertaken to address existing issues and improve practice  | The organisation consistently compares its data to other local authorities, using comparative analysis for objective setting, to facilitate further improvements. In cases where the organisation is exceeding the practice of partnership organisations, it exports its practice to aid the development of other local authorities. The organisation utilises membership bodies, such as London Councils, and networks to collaborate with other local authorities.  |
|  | The organisation takes positive action to encourage staff to disclose ethnicity – the percentage of ‘unknown or non-disclosed’ ethnicity is less than 10% of the organisation. | The organisation takes positive action to encourage staff to disclose ethnicity – the percentage of ‘unknown or non-disclosed’ ethnicity is less than 5% of the organisation. |
|  | Ethnicity pay data is collected and stored.  | Reports on ethnicity pay data are published annually. The report includes actions that local authorities take to narrow the ethnicity pay gap and progress made in absolute and comparative terms. It should also include details of partnership work with other public sector organisations to promote pay equity. |
|  | Organisational data is robust enough to use for Equality Impact Assessments (EQIAs). | Organisations are committed and able to collect accurate, complete and timely data to shape key decisions. Robust data is used to help ensure that local authorities better understand the full range of risks and negative impacts facing local communities and the policy options available to mitigate them |
| The organisation has processes and systems to capture data from the employee lifecycle. | The organisation has processes and systems to capture data from the employee lifecycle and publishes it on the organisation’s website.  | The organisation has processes and systems to capture data from the employee lifecycle and publishes annual reports analysing the findings. Reports include actions that will be taken to address areas of concern and an update on actions that were taken in the previous year. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 4: Policies and Processes**

*Internal policies and processes are clear and robust in fostering an anti-racist culture, supporting staff and ensuring dignity at work.*

Score ranges:

* Developing: 0 – 2
* Established: 3 – 13
* Leading: 14 – 15

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| Policies and procedures that tackle race inequality in the workplace have been developed.  | Race equality is embedded into processes and procedures, particularly Dignity at Work policy, and they are communicated to the workforce in all areas of the organisation – following the principle of a values-based organisation rather than compliance.  | Race equality is embedded into processes and procedures, particularly Dignity at Work policy, and there is an explicit commitment to and evidence of building an anti-racist culture.  |
|  | The organisation can evidence change/improvement in habits, behaviours and ways of working via informal and formal mechanisms such as staff surveys, staff networks, and 360 feedback across all levels in the organisation. |
| Equality Impact Assessments (EQIA) are completed but lack careful consideration, particularly on implications around race equality. | Robust guidance for completing Equality Impact Assessments (EQIA) is available and consistently followed. There are demonstrable learnings from the Equality Impact Assessments. | Robust guidance for completing Equality Impact Assessments (EQIA) is available and embedded into workplace practice. Learning from EQIAs is systematically used to inform organisational thinking, planning and action in terms of policy formulation, commissioning decisions, workforce planning and more. |
|  | Wider commitment to anti-racist policies and processes by setting clear expectations and standards for partner organisations. |
|  | Exploratory work encompassing the voice of affected communities has established clear guidance on the appropriate language and terminology for referring to Black, Asian and Multi-Ethnic communities in the workplace. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 5: Strategies and Action Plans**

*There are clear, co-developed and resourced strategic ambitions and actions in place to deliver change and impact.*

Score ranges:

* Developing: 0 – 5
* Established: 6 – 9
* Leading: 10 – 11

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| An approved race inequality strategy and action plan is informed by data.  | Race equality strategies and action plans are co-developed, co-delivered and communicated with staff, residents and partners across the borough. | Race equality strategies and action plans are embedded across the organisation, evaluated and updated annually. There is evidence of active and reflective learning. They are clearly communicated to staff, residents and partners for accountability and transparency. |
|  | Performance against the action plan is measured and published annually. | To demonstrate and evidence the positive impact of the implementation of the Action Plan. |
|  | A formal mechanism for sharing best practices (approaches, programmes and lessons) with neighbouring authorities. |  |
|  | The Organisational Development (OD) workforce strategy drives cultural change by challenging organisational EDI targets and establishing clear mechanisms that demonstrate and measure behavioural change at all levels of the organisation. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 6: Staff Networks and Trade Unions**

*There is well support staff network(s) in place to drive, recommend and deliver change within the organisation and for service delivery.*

Score ranges:

* Developing: 0 – 14
* Established: 15 – 23
* Leading: 24 – 27

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| A safe environment is fostered to allow staff open and honest conversations about race-related issues.  |  |
| Race equality staff network runs effectively with the organisation recognising and respecting the dedicated resource staff offer to the network. | Staff are actively signposted to the race equality staff network. | Staff networks are intersectional by nature and initiatives are co-designed. There is an ongoing process for consultation and collaboration and regular engagement sessions with staff. |
|  | The race equality staff network is formally consulted on new council policies and strategies. |  |
|  | Staff networks have appointed a Senior Responsible Officer. |  |
|  | Staff networks have a working relationship with senior leadership to raise any concerns. | Staff networks maintain regular dialogue with senior leadership and support the development of initiatives, policies and processes providing opportunities for diverse voices to be part of senior leadership decision-making processes. |
|  | Evidence that initiatives in the race equality staff network are being delivered through the staff participative approach. |  |
|  | Open forums and repositories for colleagues to share learning and best practice. |  |
|  | Staff networks work closely with HR to ensure the council includes the voice of employees in EDI work. |
|  | Staff networks hold senior leadership accountable to the Chief Executive |
| The organisation via a trade union provides a safe space for staff to discuss race-related employment issues. Trade unions exercise their right to represent the interest of their members and to work for improved conditions of employment and work. | The organisation and trade unions agree on the pursuit of these shared race equality objectives between the employer and staff and it is contained in a recognised agreement which is facilitated by negotiation consultation and agreement. | The successful membership agreements between the unions and the employer benefit both parties and assist with fostering good employment relations and provides a continued opportunity for employees to raise issues around race equality matters. |
| Trade union membership provides collective and individual representation for staff and a single voice with a key mandate to reduce racial disparities in the workplace and protect the interests of its Black, Ethnic and Multi-Ethnic members. | Trade unions play a vital role in ensuring that employers develop and are committed to supporting race equality objectives, through strategies, data collection and policies that align with the Equality Duty and other statutory legislative measures. | The trade union ensures that managers can be made accountable for decisions related to race equality. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Category 7: Community Engagement**

*Community engagement is inclusive, transparent, and meaningful. It has been developed with careful planning, collaboration and co-design with a commitment to a sustainable participatory culture.*

Score ranges:

* Developing: 0 – 9
* Established: 10 – 16
* Leading: 17 – 21

|  |  |  |
| --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** |
| There is a constructive dialogue between staff and communities to identify issues related to racial inequality. | There is engagement with some parts of the community, including careful planning and preparation to tackle issues related to racial inequality. | There is engagement with all members of the community, including exemplary and inclusive planning and preparation to tackle issues related to racial inequality. |
|  | There is clear guidance in place to support inclusion and demographic diversity, however, there are still barriers to this practice. | There is clear guidance in place to support inclusion and demographic diversity and the voices of Black, Asian and Multi-ethnic Communities, including their lived experiences, are heard and valued. |
|  | Collaboration and shared purpose are concepts that are being developed into practice but are not yet consistent in all communities. | Collaboration and shared purpose are supported and encourage communities, and relevant stakeholders to collaborate and co-design. |
|  | Openness and learning are encouraged in principles but may not always be realised in practice due to predetermined outcomes. | Openness and learning are achieved through a mechanism which allows all voices a platform so that new ideas are explored and unconstrained by predetermined outcomes. The organisation learns and applies the information in ways that generate new innovative options. |
|  | Transparency and trust are concepts that are established but need to be implemented with all stakeholders and communities. | All stakeholders and communities are clear and open about the process and transparency and trust are established.  |
|  | Organisations ensure each participatory effort has real potential to form impact and action, and that participants are aware of their potential to make a difference.  |
|  | Promote a culture of sustained engagement and participation within all areas of the organisation that supports ongoing equity in community engagement. |
| **Overall score:** |  |
| **Level achieved:** |  |

**Glossary**

* **Anti-racist culture** - This document primarily draws upon [CIPD’s definition](https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/anti-racism-strategy#gref) of anti-racist organisations. An anti-racist culture is defined by a zero-tolerance to racism with clear expectations and standards - it is about going beyond understanding and identifying racism, to proactively challenging it and calling it out. This includes a systemic approach to operational and people processes with a commitment to sustained action through leadership. Employees should have safe spaces to share, heal and learn.
* **Compliance vs Value-Based organisation model**



* **Diverse and inclusive organisation** –diverse organisations contain people with differences in race, ethnicity, and other characteristics. Inclusion is the practice of ensuring that these people feel a sense of belonging and support from the organisation.

*“Diversity is being invited to the party; inclusion is being asked to dance”*

* **An Equality Impact Assessment (EQIA)** - a tool to help you to anticipate the needs of diverse groups when approaching projects, policies or service delivery.
* **Racial trauma** - “The impact of racism which has the following consequences on Black, Asian and Multi-Ethnic people such as emotional, psychological and post-traumatic stress which ultimately has an impact on an individual’s self-esteem, mental well-being, physical health and cultural identity. This also has an impact on productivity and a contributory factor to a lack of psychological safety in the workplace.” Dr Patrick Vernon.

**Scoring system – how it works in practice**

In this example, the boxes that have been highlighted in green below indicate those criteria that have been ‘ticked off’ by this example organisation. The right-hand column shows the number of points scored on a given criteria (0 – 3 points), the overall points (15 points) and the level achieved (established).

Category 1: Strategic Leadership and Management

*Executive leaders use their influence on people, organisations and external stakeholders to push forward diversity and inclusion agendas. They create systems of clear accountability and evaluation of impact.*

Score ranges:

* Developing: 0 – 10
* Established:11 – 18
* Leading: 19 – 22

|  |  |  |  |
| --- | --- | --- | --- |
| **Developing practice (1 point)** | **Established practice (2 points)** | **Leading practice (3 points)** | **Points scored** |
| Senior leadership (executive and political) have publicly committed to reducing inequality, fostering good relations and challenging discrimination. | A senior ‘race’ champion is appointed who acts as an ambassador for race and is responsible for driving and delivering change and impact - this should be an existing senior officer and/or Member or Cabinet Member.  | Senior leaders personally challenge race inequalities and drive an improvement agenda. Senior leaders can demonstrate their commitment to equality in decision-making and how this informs the way the organisation responds to challenges. | **2** |
| Roles and responsibilities addressing racial inequalities are not clearly defined and there is a lack of understanding of the risk and impact of organisational decisions on diverse communities. | Roles and responsibilities addressing racial inequalities are clearly defined and there is an understanding of the risk of organisational decisions, but the impact of these decisions is not improving outcomes for diverse communities. | Roles and responsibilities addressing racial inequalities are clearly defined and the impact of organisational decisions has improved outcomes for diverse communities as evidenced by Equality Impact Assessments (EQIA)[[9]](#footnote-10). | **1** |
|  | A public organisational statement for tackling racial inequalities in the workforce, communities and services they deliver. |  | **2** |
|  | Addressing racial inequalities is explicit in the organisation’s strategic objectives. |  | **2** |
|  | The senior leadership team has performance objectives on equality, diversity and inclusion (EDI). | The senior leadership team has performance objectives on EDI with an explicit action plan and accountabilities for racial inequalities.  | **2** |
|  | People managers have performance objectives on EDI. | People managers have performance objectives on EDI, with an explicit action plan and accountabilities for racial inequalities. | **3** |
|  | Dedicated leadership meetings focus on EDI, creating actions, tracking progress, and ensuring accountability. | **0** |
|  | Senior leaders and managers can demonstrate instances of allyship around race practice and race-related issues. | **3** |
| **Overall score:** | **15** |
| **Level achieved:** | **Established** |

1. The London local government Tackling Racial Inequality programme recognises the importance of language and terminology. There is work currently underway across London to determine a common narrative and collective term(s) to collectively describe Black, Asian and Multi-Ethnic communities, in the meantime this document adopts ‘Black, Asian and Multi-Ethnic communities/people/residents as a recognised term that openly identifies those communities that are being referred to. [↑](#footnote-ref-2)
2. See The London Recovery Board’s report [Building a Fairer City](https://www.london.gov.uk/sites/default/files/mol_lrb_structural_inequalities_report_pp6.pdf) which outlines key issues, evidence and call for action around tackling structural inequalities including around race and beyond. [↑](#footnote-ref-3)
3. See range of sources, including from [CIPD](https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/diversity-inclusion-report) and [Business in the Community](https://www.bitc.org.uk/wp-content/uploads/2020/03/BITC-Race-Factsheet-businesscasefordiversity-Revised2020.pdf). [↑](#footnote-ref-4)
4. Compliance vs Value-Based organisation: See glossary for definition [↑](#footnote-ref-5)
5. Diverse and inclusive organisation: See glossary for definition [↑](#footnote-ref-6)
6. An Equality Impact Assessment (EQIA): see glossary for definition.  [↑](#footnote-ref-7)
7. At a regional level the latest [ONS data](https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/populationestimatesbyethnicgroupandreligionenglandandwales/2019#:~:text=London%20was%20more%20ethnically%20diverse%20than%20other%20regions&text=Excluding%20White%20British%2C%20the%20most,93.1%25%20and%2092.2%25%20respectively.) (2019) estimates 43% of Londoner’s are from White British backgrounds, this could act as an informal target for the London local government workforce, although borough’s should also assess themselves against their local population. [↑](#footnote-ref-8)
8. [Business in the Community: Race at Work Charter](https://www.bitc.org.uk/race/) [↑](#footnote-ref-9)
9. An Equality Impact Assessment (EQIA): see glossary for definition.  [↑](#footnote-ref-10)