

Here are some links and bullet points for discussion;

- **Systemic problems with data collection**
Difficulties with a fragmented education system.
- **Evidence from casework**
Unfortunately, not meaningful though some problems at times with individual employers.
- **Evidence from pay progression**
Positive evidence (see enclosed spreadsheet - my analysis and notes in columns E & F). In 2018/19, ethnic minority workers seem less likely to apply for pay progression but more likely to get it when they do.
- **Proportion of ethnic minority staff in education**
Nationally recognised as too low. Sheffield appears particularly problematic. Pay progression data indicates 6% BME teachers in Sheffield.
- **Curriculum initiatives**
Government pulling one way with other initiatives pulling another. Some evidence that some (non-Sheffield) academies are adopting very problematic history texts. PSHE has a very important role, but anti-racism should be cross-curricular.

Links:

Barriers - Visible and Invisible Barriers: the impact of racism on BME teachers

Report by the NEU and Runnymede Trust

<https://neu.org.uk/media/2936/view>

46% of all schools in England have no BAME teachers

Report by UCL Institute of Education

<https://www.ucl.ac.uk/ioe/news/2020/dec/46-all-schools-england-have-no-bame-teachers>

Anti-racism in education: Working against racism in education

NEU advice on decolonising education

<https://neu.org.uk/anti-racism-education>

Anti-racism charter

The NEU's framework for developing an anti-racist approach

<https://neu.org.uk/anti-racism-charter>

R.e. attendance of other unions; I suggest you email each of those who haven't responded asking for a response - maybe a written response if they can't make the meeting?

I hope the above is sufficient for the time being.

Regards,

Toby

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