**LEICESTER CITY**

**Handbook**

**Defined by our population**

**How we operationalise our support**

1. **What was the catalyst that helped you get started with this work?**

* **People’s march 1980**
* **2017 Atlanta – visited Church of Dr Martin Luther King Jnr**

1. **What were your hopes and dreams when you started out?**

* **Identifying when it is appropriate to act – knowing when it is important to do so**
* **Everybody is aware of how we prioritise the work – when establishing contact and a bond with families – sometimes feel distance between the families – harder when distance from culture of family is greater.**
* **Everybody to be aware of the distance from culture of family to be equitable and fair in our work.**

1. **What have been some key ‘change moments’ along the way (on a Service level, or individually)?**

* **Whole Service Meetings – conversations over a period of time about anti-oppressive practice.**
* **Subsequently working groups set up and service day**
* **Transcultural Supervision**
* **Working groups: ‘Social Graces’ training and briefing for SENCOs; Culturally appropriate assessments; Report writing; Conversations with schools;**

1. **Has your Service experienced any challenges along the way? *(hurdles/resistance/ebbs and flows/fears along the way)***

* **Wider Department**
* **SENCO event did not have sufficient interest and not pursued.**

1. **What has helped your Service stay strong and keep going? *(sustain forward movement and momentum to keep the work alive on this journey?)***

* **Regular agenda item helps to keep activities, reflections, ideas alive.**

1. **Along your journey, are there things that your Service is particularly proud of?**

* **Everyone brings something to the conversations**
* **Range of work, activities and practical tools continuously developing:**
  + **PATHS – trainee research (Bateman)**
  + **Cultural Assets assessment tool (Preston)**
  + **New Arrivals pathway (Eden)**
  + **Community Cohesion Team (Dhesi)**
  + **Transcultural Supervision (Soni, Fong & Janda, 2020)**

1. **Where do you want to go next?**

* Understanding – more confident, competent about ADP *(anti-discriminatory practice)* in supervision, shared understanding.
* Colleagues bring intersectionality to the forefront of practice/ reflections/ etc.
* Implementation of true curriculum in school.
* Eurocentric assessments – moving away from this including theories.
* More understanding of bias - in school policy, procedure, dress.
* More understanding of acceptance (rather than tolerance).
* Resources to include narratives not all linked to whiteness.
* Creation of a 1-page appendix – addressing cultural/ diversity, issues within assessment/ report.
* We would have really good examples of how children have a sense of connection & belonging in schools.
* Empowered teachers to engage and connect with children.
* Found solutions to support children in believing in themselves.

1. **Q & A (10 minutes)?**

***Reference - any resources/tools/frameworks that you have developed or drawn upon?***

* + Transcultural Supervision (Soni, Fong & Janda, 2020)
  + BPS DECP – EPS service self-evaluation framework 2023
  + Academic Research Poster UEL – (A Bateman, 2023)