



# Inclusive leadership

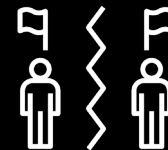
*Anti-racism in practice*

*Jacquie Burke and Diane Benjamin*

# What's the problem we are trying to solve?



Leadership and culture in large organisations such as ours can be dominated by white UK norms and values - which do not reflect our residents' and workforce's lived experiences



The impact on our residents and workforce of not being seen, heard or represented leads to poor outcomes, frustration, and services which are not delivering as they should be



For anti-racism to thrive, **we** need to set the right system conditions by which it can do so

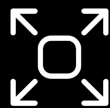
# What about leadership?

Although a significant portion of our workforce is black and global majority, our practice and leadership is still dominated by white UK norms and values - and if our leadership is homogeneous, then our culture will repeat this.

*So how can we increase racial and cultural diversity in our leadership?*



Re-examining  
recruitment  
approaches



BALI - regional  
commissioning?



Tapping into  
regional networks  
(e.g. Leadership in  
Colour in London)



Reverse  
mentoring



Creating space for  
meaningful,  
uncomfortable,  
action-oriented  
conversation - e.g.  
our AR Summit

# What has Hackney done?

We looked at ourselves and our existing practice model - what works, and what doesn't

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We listened to what our residents and workforce were telling us

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We started development of a new practice model - known as the STAR approach

# What is STAR treatment?

## **S**ystemic

Being systemic is all about context. It's understanding who you are working with and the larger context you work in

## **T**rauma- **informed**

Being trauma informed is all about safety and comfort. It's understanding the impact traumatic experiences can have on someone, how they may present as a result of these experiences and how you can best support them

## **A**nti- **R**acist

Being anti-racist is all about combating bias. It's understanding how biases, white supremacy and privilege (whether yours or of others) can harm people and how you can combat them

# STAR treatment - the journey we're on



**March**  
Creating our  
research plan



**March - May**  
Exploring what  
STAR means  
to our people



**June**  
Synthesising what  
we heard +  
creating our v1  
practice model



**July**  
Testing our v1  
practice  
model with  
our people



**August**  
Launching our  
practice model

**We are  
here**



**September -  
January**  
Supporting teams  
to identify + close  
gaps between  
current practice +  
STAR practice  
model

Working for every child

 **Hackney**



We're keen to share with you our  
STAR treatment practice model - with  
the caveat that we're still testing this!

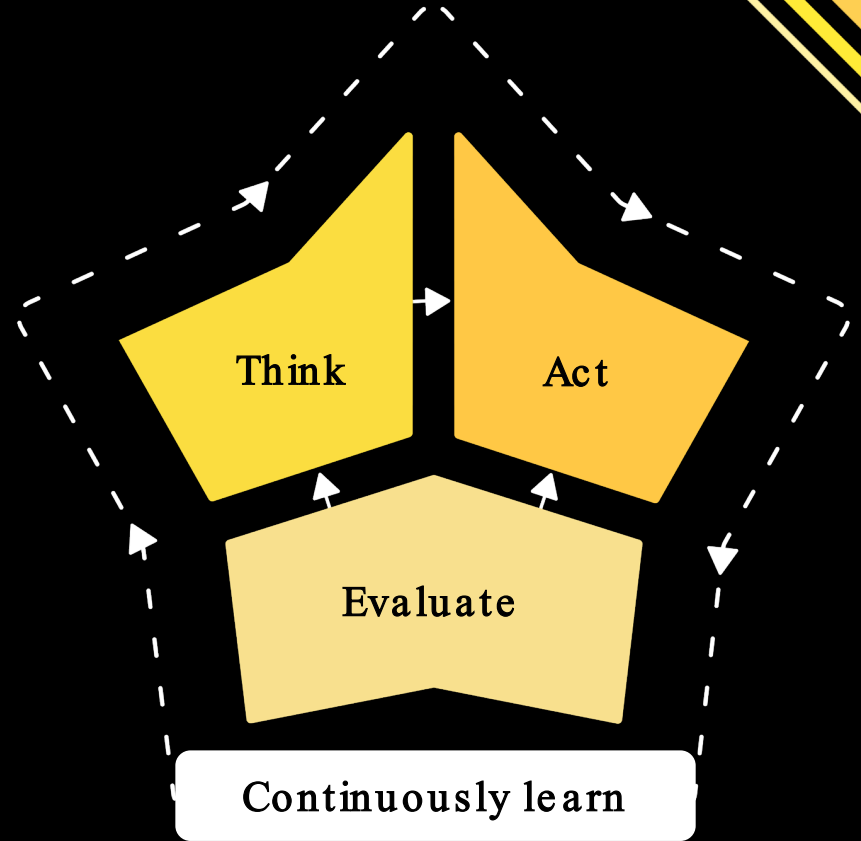
The final version will be launched in  
August.

In the meantime, here's our v1...

# What does **STAR** treatment look like in practice?

Applying the STAR treatment means to think and act in a systemic, trauma informed and anti-racist way.

This must underpinned by a cycle of evaluation and continuous learning. This helps us understand and improve what we do and how we do it.





# How you **think...**

## To yourself...

- Reflect on your own biases, values and beliefs
- Understand your role in creating a culturally conscious and anti-racist environment for children, families and colleagues

## About those you work with...

- Build a holistic picture of those you work with
- Learn how verbal and non-verbal cues might differ across different cultures and how they might indicate trauma
- Understand the support network of those you work with

## About the wider system...

- Learn about the other teams you work with
- Understand the impacts of external factors on those you work with and your role

# How you **act...**

## Yourself...

- Take actions to challenge personal biases and eliminate their impact on others
- Actively notice and call out culturally inappropriate behaviours and/ or acts of racism (whether overt or microaggressions)?

## With those you work with...

- Build relationships grounded in mutual trust and respect
- Build meaningful solutions *with* instead of *for*
- Offer meaningful choices to allow those you work with to feel more in control


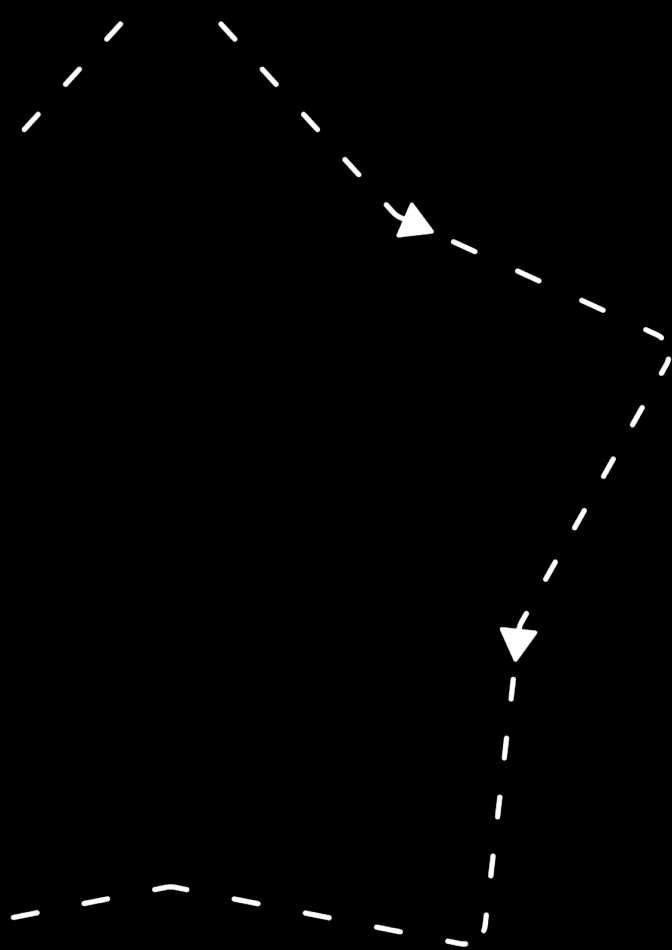
## With the wider system...

- Identify and agree on the best ways to work together
- Take into account factors outside of your control (e.g. the cost of living crisis) and their potential impact on the wellbeing/ needs of the children and families you work with and make necessary adjustments



# How you **evaluate** ...

- Ensure you reflect on, review and analyse the quality and impact throughout the life-cycle of an intervention i.e. before, during and after
- Gather feedback from a diverse range of perspectives, not just those directly impacted by the intervention



# How you continuously learn...

## **Yourself...**

- Proactively seek tools and training
- Educate yourself in anti-racism to reflect on your own biases, values and beliefs and how they shape your interactions

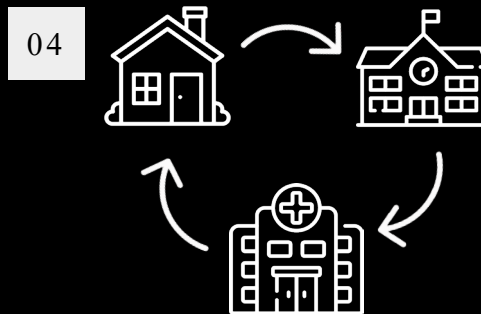
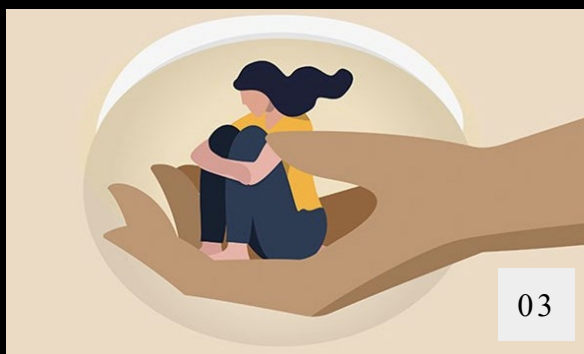
## **With those you work with...**

- Learn from others through joint working sessions, collaborative workshops and attending each others' team meetings and Show and Tells

## **With the wider system ...**

- Learn from external experts and organisations
- Participate in Communities of Practice outside of Hackney Council

# Anti-racism in practice with families



- 01: Anti-racism practice standards
- 02: Anti-racism action learning sets
- 03: Racialised trauma support
- 04: Increasing our 'systems' working between residents, schools and health



# reflections and questions