

## Race equality whole girls school approach case study

### Background

- EWS is an inner city, multi-ethnic school, celebrating diversity and culture has always been a focus for the school
- George Floyd's murder was the catalyst for initial change; unions wanted a Black representative in school so the assistant head volunteered for role, there were Black Lives Matter presentations, diverse displays, resources etc
- School joined the second cohort of the No Learner Left Behind project; nominated a senior leader as Black Caribbean Achievement Champion which brought a focus to the work; looking more deeply at issues and involving more members of staff.



### What We Did/The Change/The Impact

#### Training

- Staff training has been key - originally commissioned training from a serving Headteacher and Professor Paul Miller; following year took part in NLLB training on unconscious bias, racial identity etc.
- Race equality training now treated as seriously as safeguarding training – happens every year and new staff are required to be trained

#### Performance Management

All staff given an EDI target relevant to their role

#### Support from governors

EDI is a focus for governors and the EDI Lead meets with 2 governors three times a year; governing body very passionate about this area.

#### Tracking and Interventions

- EWS tracks the progress of all groups and report to governors
- In addition to this, the EDI Lead tracks the progress of pupils from the three priority ethnic pupil groups
- Identifies interventions if needed; participates in any 'cause for concern' meetings; reviews the suspension and exclusion process if priority pupils involved Supporting Aspirations
- Extra-curricular trips organised specifically for pupils from priority groups, e.g STEM trip to Silverstone; trip to the Windrush museum and focus on black feminism
- Excellent careers offer that includes representations of people from diverse backgrounds

#### Curriculum

- All curriculum areas are engaged; example art department changed module to allow students to focus on things important to them, incredibly diverse work produced and commented on by moderators
- Black history month there is an expectation that every department contributes; all staff confident in this area now

#### Communication

- Started a Diversity Hub to signpost staff, students and parents to further information, e.g. books, films, activities such as black history walks.
- Communicate via news bulletin, wellbeing newsletter, SLT update

#### Positives

- Willingness of all staff to engage; positive feedback; staff doing things of their own volition.
- Students and teachers now feel able to raise concerns and share what they feel with increased confidence

#### Challenges

- It is ongoing work – it doesn't end so need energy to maintain momentum.
- Can be personally challenging to lead this work

#### Next steps

- Recently set up a Black Parents Forum so want to develop further

- Reviewing recruitment process for bias and to encourage people from more diverse backgrounds to apply; aim to increase diversity of staff and leadership teams

#### **Advice to other schools**

Focus on one or two areas and do them well, especially areas where quick progress can be made; good for motivation; embed them well before moving to the next area

#### **One word / phrase to sum up**

*Belonging – this is the aim for students, staff and parents*

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We welcome thoughts, comments and feedback: Education Race Equality [EducationRaceEquality@ealing.gov.uk](mailto:EducationRaceEquality@ealing.gov.uk)

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#### **Contact:**

- **Ealing race equality in education:** [EducationRaceEquality@ealing.gov.uk](mailto:EducationRaceEquality@ealing.gov.uk)

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