

## Race Equality in Education – School Governors Update and Training Offer 2023-24

### Support for School Governors and Trustees

School governors / trustees have a crucial role to play in ensuring that Ealing's race equality agenda is a priority within their school. We are encouraging all schools to have a Race and Diversity lead and a corresponding governor / trustee lead. Currently, only 34% of schools have a governor / trustee with responsibility for Race and Diversity who can champion and hold the school to account for the achievement of these key groups of pupils within school.

Ideally, every school will have race equality priorities, linked to the priority pupil groups, embedded within their School Development Plan and progress against these priorities will be monitored via the governing board or a governing board committee.

To support boards in monitoring this area of work, in addition to supporting governors / trustees in this role, there is a bespoke programme of governance training on offer during 2023-24. Details of the courses are below, and places can be booked via [Ealing CPD Online](#)

New Challenging Bias (Governors)	Weds 18th October 2023	6.00pm - 7.30pm	Face to face at EEC
New Inclusive Recruitment and Retention (Governors) This session follows on from a leaders session on the same topic	Weds 15th November 2023	6.00pm - 7.30pm	Face to face at EEC
New Reviewing School Policies Through an Anti-Racist Lens (Governors)	Weds 6th December 2023	6.00pm - 7.30pm	Online
Challenging our bias (Governors) Repeat	Weds 17th January 2024	6.00pm - 7.30pm	Online
Inclusive recruitment and retention (Governors) Repeat	Weds 7th February	6.00pm - 7.30pm	Face to face
New Developing your anti-racist policy (Governors & Senior leaders)	Weds 27th March 2024	3.00pm - 5.00pm	Face to face
Reviewing School Policies Through an Anti-Racist Lens (Governors) Repeat	Weds 12th June 2024	6.00pm - 7.30pm	Face to face

If you have any questions about the race equality training programme please contact [educationraceequality@ealing.gov.uk](mailto:educationraceequality@ealing.gov.uk)

## Background

In January 2022, the Ealing Race Equality Commission published its report 'Do Something Good'. The commission was set up to focus on the issue of race equality in Ealing, gathering evidence across a range of areas including education, health, housing, policing, employment, and participation and in particular listening to the views and experiences of people from a wide range of ethnic backgrounds.

Within the final report there were seven demands relating to education:

1. Rapidly close the attainment gap for Black Caribbean pupils
2. End the disproportionate rate of exclusions
3. Accelerate progress with changes to the curriculum
4. Make training for teachers on race equality and unconscious bias part of core training
5. Empower parents to play an active role in their child's education
6. Every school should have a lead for race and diversity who is identified to parents
7. Increase the number of Black teachers in leadership roles

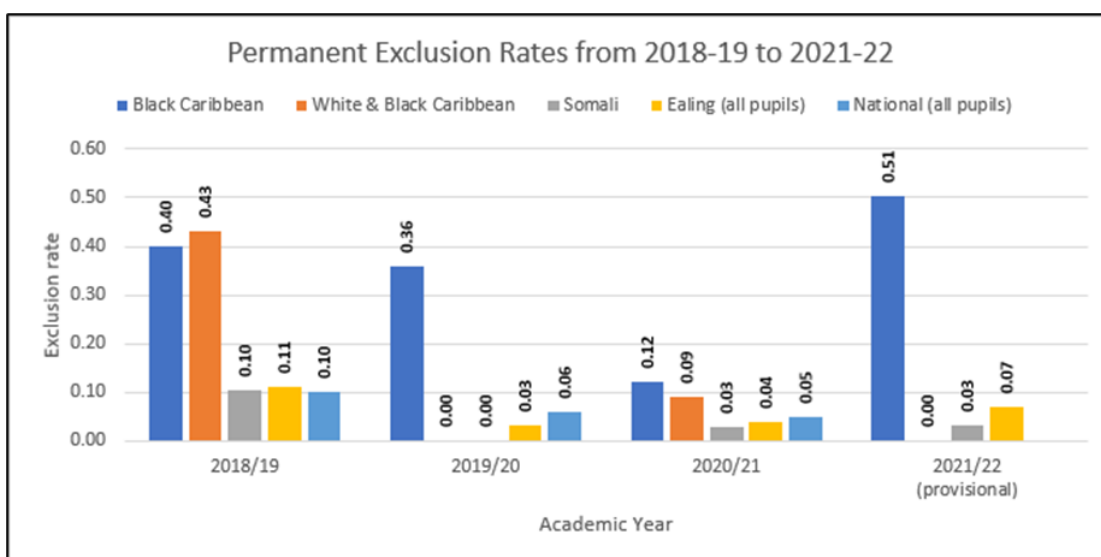
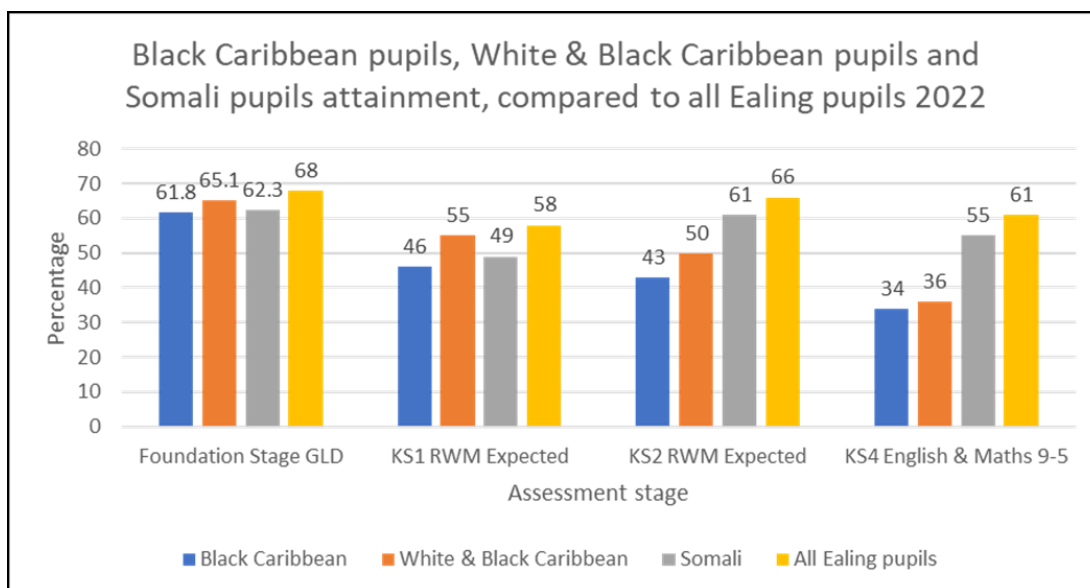
The Council and the Ealing Learning Partnership fully accepted the demands set out by the Race Equality Commission and an ambitious action plan was put in place for 2022-26 which focuses on the attainment and achievement of three priority pupil groups across the borough:

- Black Caribbean pupils
- White and Black Caribbean pupils
- Somali pupils

Black Caribbean and White and Black Caribbean pupils have been identified as a priority due to the longstanding and persistent gap in attainment between pupils from these ethnic backgrounds when compared to all pupils in Ealing, as well as significant over-representation in suspension and exclusion figures for the borough. The attainment gap for Somali pupils is not as large but there is still a gap and there is disproportionality in the rate of suspensions and exclusions.

The reasons for the attainment gap, and the disproportionate rates of suspensions and exclusions, are wide ranging and complex. Extensive research has highlighted unconscious bias; low expectations and a lack of concerted leadership for equalities as common issues in schools.

The two charts below provide an illustration of this data and the rationale for the collective, borough wide focus on these groups.



**The expectation is that all schools within Ealing will engage with the race equality in education programme and will play their part in actively working towards eliminating the attainment gap and the disproportionate rate of exclusions.**

The council has committed further funding to Ealing Learning Partnership to assist schools in making the most of localised support and tools. The race equality in education training programme for schools is a key part of this commitment.

#### Progress during 2022-23

The Race Equality in Education programme was formally launched at a conference in June 2022, attended by 142 people from 67 schools. The training and support programme started in September 2022. During the academic year there has been good engagement by schools:

- **148 school leaders, staff and governors** from 61 (66%) Ealing schools have participated in the centrally organised race equality training programme (66% of primary schools; 76% of high schools; 66% of special schools)
- **1000+ staff in Ealing schools have participated in race equality training** via the roll out of 'train the trainer' Challenging Disproportionality sessions and the direct commissioning of training for staff

The first year of the programme has focused on mobilising leaders within schools and starting the process of developing an awareness and understanding of key concepts that impact upon the educational experience of the priority groups of pupils such as unconscious bias, racial identity etc.

Schools that have whole-heartedly engaged with the programme have begun to make significant changes within their schools. Examples of the ways in which schools have engaged with the programme, following participation in the training and seminars includes:

- adapting curriculum to make it more inclusive and providing an aspirational reflection of Black history and wider Black contributions;
- setting up new parent forums
- reviewing school systems/data for evidence of bias/unfair treatment
- reviewing school policies through an anti-racist lens
- purchasing new books and resources that reflect the Black community
- appraisal targets linked to equalities and diversity
- creation of staff working groups
- reviewing the setting of Black students
- engaging with university mentoring programmes for Black students

#### **Priorities for 2023-24**

There has been good progress made during 2022-23 but there is much work still to do and areas that need further development in 2023-24:

- Ensuring **all school staff participate** in the Challenging Disproportionality training
- Informing and **engaging governors**
- Supporting schools to **engage with parents** around race equality
- **Supporting school leaders to embed race equality** within school systems and structures
- Measuring the **impact and sharing** excellent practice
- Engaging with schools who have **not yet participated** in the programme

An extensive training programme for school leaders, subject leaders, staff and governors is on offer and all courses can be booked via CPD Online.