



Ealing race equality in education conference

Wednesday 29 June 2022

Focus of the race equality work

Our ambition is that Ealing schoolsⁱ will be led by anti-racist leaders who challenge the systemic inequalitiesⁱⁱ in our education system and achieve the dramatic and sustained change called for by the Ealing Race Equality Commission. We recognise that anti-racist leadership belongs in every layer of the organisation including children and young people.

We want all our children and young people to achieve their full potential, but we recognise that there are groups who have been under-served by the education system for decades and this is why there is a particular focus on our Black Caribbean pupils. It is our belief that if we can challenge the systemic disadvantage faced by our Black Caribbean pupils and families, then the changes brought about will be of significant benefit for pupils of all ethnicities.

Furthermore, the principles of visible and purposeful leadership for race equality support our responsibilities in challenging all systemic inequalities. Personal learning and organisational transformation in this domain will develop the courage and resolve required for leaders to take positive action in challenging all forms of discrimination.

ELP leadership ambitions	Prompts for consideration	Reflections on my school
1. Leadership - we accept that there are additional barriers to achievement and life chances based on ethnicity which must be tackled: our commitment to change is reflected in equalities policies and practices that are high profile, widely understood and shaped collaboratively with the communities we serve	<ul style="list-style-type: none">◆ Have your Equalities statement and objectives been developed in partnership with pupils, parents, and staff?◆ Do Governors and senior leaders regularly review and reflect on the implementation of the Equalities objectives?◆ Does your school have an explicit Anti-Racism policy developed in partnership with parents, pupils, and staff?◆ What does the application of existing school policies look like in practice for pupils, parents, and staff of Black Caribbean heritage, as well as other ethnicities?◆ Are any of your school policies inadvertently having a more negative, or more positive, impact on pupils from different ethnic groups? How will you test this out?	

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<p>2. Engaging parents and communities as assets - we will invest in valuing and ethically utilising parents and communities as our assets so that they have the confidence to talk to us about barriers to inclusion and the space to shape solutions</p>	<ul style="list-style-type: none"> ❖ Does your school proactively seek, listen to and act on the views of parents/carers from your most under-served ethnicity groups? ❖ Do all staff have genuine, meaningful, and positive relationships with your parents of Black Caribbean heritage? How can you develop this? ❖ Are there parents/carers who may feel invisible, overlooked, or ignored within your school or setting? How do you know? ❖ What approaches could the school adopt to actively develop and invest in trusting, respectful and collaborative relationships between Black Caribbean parents and all school staff? ❖ What is the diversity of the PTA? How can this be developed to be more diverse? 	
<p>3. Curriculum, progress and inclusion – Our activities will ensure that every learner is served well, with an explicit attention to the curriculum, academic outcomes and pathways to adulthood for our Black Caribbean children and young people</p>	<ul style="list-style-type: none"> ❖ Do school leaders know what aspirations individual Black Caribbean pupils, and their parents, have for the future? ❖ Does your school curriculum reflect the lives, culture, and history of the diverse communities in society, including a focus on the history and contributions of Black Caribbean and Black African communities? ❖ Does your school have a curriculum that enhances self-esteem and promotes a positive racial identity rather than “causing harm” for pupils’ of Black heritage? ❖ How does the data over time for your Black Caribbean pupils compare with the data in your school for all other ethnicity groups? e.g., attainment, progress, progression, exclusions, 	

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	<p>behaviour, attendance, rewards, leadership responsibilities etc.</p> <ul style="list-style-type: none"> ◆ Do high prior attaining and non-disadvantaged Black Caribbean pupils achieve at the same level as non-disadvantaged pupils of other ethnicities? ◆ How confident do you feel in addressing any disproportionality found in the data? ◆ How does the school effectively support Black Caribbean pupils at key transition points within their education? ◆ Has your school involved pupils in a review of safeguarding/behaviour? How? 	
<p>4. Developing cultures and behaviours – we will prioritise training and development to embed and sustain our understanding of diversity and disproportionality: we will model the behaviours and ambitions we want to see in our workforce</p>	<ul style="list-style-type: none"> ◆ Do all staff and governors have the knowledge and skills, awareness and confidence to talk about race and racism in your school with each other, pupils, and parents. How do you know? ◆ Are pupils able to speak to each other about racism? ◆ Do you provide training for all staff (including non-teaching staff, office staff, caretaker etc) and governors around issues such as unconscious biasⁱⁱⁱ, racial identity^{iv} and cultural competence^v? How often and what has changed as a result? ◆ How do you effectively engage with parents and pupils in conversations about race and racism? If not, what is the barrier? ◆ Do you provide opportunities for parents to access workshops and training on unconscious bias, racial identity, and Black history? 	

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<p>5. Inclusive recruitment and retention – we will actively create a workforce that better reflects the diversity of the children/young people we serve and in our society: we will place high value on recruitment, development, and retention to increase the number of Black and Asian leaders in education</p>	<ul style="list-style-type: none"> ❖ Is your teaching workforce sufficiently reflective of the children you serve and your locality? ❖ Are Black and Asian staff proportionately represented in leadership positions within your school? If not, how do white leaders ensure that they are leading on behalf of all pupils? ❖ How do school leaders and governors actively support the career progression of your Black and Asian staff? 	

ⁱ When the term ‘school’ is used in this document it should also be taken to include early years settings

ⁱⁱ Systemic inequalities – policies, standards, and practices, as well as attitudes and prejudices combined that create institutionalised and structural inequality in society, the workplace, schools, politics etc

ⁱⁱⁱ Unconscious bias – the impact our background, personal experiences, societal stereotypes, and cultural context has on our decisions and actions without us realising

^{iv} Racial identity – the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.

^v Cultural competence – ensuring that the delivery of services to diverse communities meets their needs, recognises differences in culture that exist and ensures that services are appropriately available and delivered by skilled practitioners