

Citizens' Tribunal public meeting - Education

Wednesday 5 July 2023

Responses by Tribunal members and Ealing Learning Partnership officers to questions received at the public meeting.

EALING COUNCIL



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Categories

Awareness of the Tribunal and Race Equality Commission and Engagement with schools	2
Student Retention and Racism	3
Curriculum, Progress and Inclusion	5
Training for teachers on Race Equality and Unconscious Bias	10
Empower parents to play an active role in their children's education.....	11
Role of Race and Diversity lead and Black teachers in leadership roles.....	13
General questions to the panel	14

Awareness of the Tribunal and Race Equality Commission and engagement with schools

Name	Question	Respondent	Response
Laurie O'Garro	Is there a reason you didn't visit more than four schools?	Citizens' Tribunal Education subgroup	Tribunal members serve in a voluntary capacity. Each member applied for the role knowing that they would have to fit this important work into a busy schedule to balance their paid employment, and other commitments, with the voluntary work of the Tribunal. We therefore had to prioritise and set clear goals to ensure our evidence gathering would be effective. We selected a small representative sample of schools to gain a snapshot of the outcomes of the initiatives provided by Ealing, for example, how schools experience the training on offer, how they are applying the training in practice, whether good practice is being shared. We have had significant engagement with the sample of schools we visited.
Laurie O'Garro	Rosalind said four schools were visited, while Julie talked securing 'significant engagement' from schools.	Citizens' Tribunal Education subgroup	See above.
Paris	Is there an opportunity for schools in Ealing make a partnership with the Race Commission to ensure they are meeting the needs? My school Dormers Wells Learning Trust has been heavily dedicated to decolonisation and improving our curriculum through all phases.	Citizens' Tribunal Education subgroup	<p>The most effective way to form partnerships is to ensure your school has a Race and Diversity lead.</p> <p>This person will attend 6 networking and seminar events over the academic year, liaising with Race and Diversity leads from other schools to share good practice and receive training and support.</p>
Laurie O'Garro	In terms of setting up Black parents' forums, how are you preparing for the backlash from staff and parents? because there will be one.	Ealing Learning Partnership	<p>At a local authority level, we are clear that Black parent forums are needed to redress the balance and provide a platform for the voices of our Black parents to be heard and acted upon within schools.</p> <p>We have commissioned an experienced senior leader, who also has a background in parental</p>

Name	Question	Respondent	Response
			engagement, to support schools to plan and set up their Black parent forums.
Laurie O'Garro	How do we establish contact with the Tribunal or Ealing Learning Partnership (ELP)?	Citizens' Tribunal Education subgroup	<p>For schools, the Race and Diversity lead is the key person who has contact with the ELP and the Tribunal on meeting the seven demands of the Race Equality Commission. Every school should have a senior member of staff in this role.</p> <p>For parents, the most effective way to work with the ELP and Tribunal would be to join the Parents' Forum.</p>

Student retention and racism

Name	Question	Respondent	Response
Farayi	My daughter, who is of Black African heritage, encountered discouragement when she expressed her aspirations to apply for university. On multiple occasions, she was told by her white teachers that University was unattainable for her. This caused confusion for her, as we had to repeatedly correct this misconception at home. furthermore, alternative paths to university were disproportionately emphasized for Black students, including many of her friends. However, despite these challenges, she and her Black friends have thrived in university. We were fortunate to address the misguided expectations of certain uninformed white teachers early on and	Citizens' Tribunal Education subgroup	<p>We are sorry to hear that your daughter has faced such discouragement from her teacher. It's disheartening to know that racial prejudice still exists in some schools and educational institutions. Your experience illustrates an example of unconscious bias based on assuming that university was unattainable for her solely because of her Black African heritage.</p> <p>Your daughter's case highlights how these biases can affect individuals' opportunities. It also underscores the importance of challenging and correcting these biases early on, as you did as parents, to ensure that students, regardless of race or ethnicity, have equal educational opportunities.</p> <p>It's essential to raise awareness about these biases, educate parents, teachers, and staff about the impact, and promote fair treatment and opportunities for all students, regardless of background, race, or ethnicity.</p> <p>ELP has started actions and offers a number of courses on diversity, race equality, inclusiveness, and anti-racist policies to address these types of issues.</p>

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	<p>reinforced in our daughter that achieving a university education was not only possible but within her reach if she desired it. Thank you for acknowledging that this is a manifestation of a form of racism. Could this example be used as part of the unconscious bias?</p>		<p>Ealing Citizens' Tribunal members are scrutinising these courses, and actions are being taken to see the changes and positive outcomes.</p> <p>Parents forum is also established to support parents, engage them, and address the issues and challenges they face.</p> <p>Although sharing this example can be valuable in raising awareness about unconscious bias and its consequences, however, it is not possible for us to ask ELP due to data protection, confidentiality, and a comprehensive investigation process in this case. It is more appropriate for us to ask ELP to provide further training or more improvement in existing training courses to the teachers in schools and make sure that the process is more fair, equal, open, transparent and unbiased, allowing students and their parents to get advice from an alternative teacher if they are not satisfied with the advice or decision and also can appeal against this to escalate the issue within the school system.</p> <p>Every school must document each occurrence with details such as dates, times, what was said and the outcomes.</p> <p>Additionally, ELP will be asked to ensure that every school implements Diversity and Inclusion to reduce prejudice and foster a more equal and inclusive environment.</p>
Carmel Brown	<p>Do we know why students were excluded? Are any schools excluding more than others? Is there a pattern in exclusions?</p>	Ealing Learning Partnership	<p>The Department for Education (DfE) provides reason codes for suspensions or exclusions and the Local authority records the reason code for each suspension or exclusion.</p> <p>In 2022-23 the most common reasons for permanent exclusions for pupils of Caribbean, White and Black Caribbean and Somali heritage were:</p> <ul style="list-style-type: none"> • persistent breaches of the behaviour policy 56% • weapon related incidents 13%

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			<ul style="list-style-type: none"> physical assault against a pupil 13% <p>The most common reasons for suspensions in these groups were:</p> <ul style="list-style-type: none"> physical assault against a pupil 33% persistent disruptive behaviour 28% verbal abuse or threatening behaviour towards an adult 12% <p>We regularly monitor suspension rates (fixed term exclusion) and will liaise appropriately where a pupil has received 2 or more suspensions or where a school appears to have high rates of suspension. In 2022-23, suspensions across all ethnic groups and all Ealing high schools equated to 7.8% of the pupil population. 8 of the 17 high schools had rates of suspension above 7.8% of their pupil population. The number of suspensions in primary schools was relatively low and trends are therefore less apparent.</p>
Berencie Miles	I have been very struck and distressed by Shahlaa's question about what the current experience of her daughter in school has been and how the school responded. Could this please be answered?	Citizen's Tribunal Education Subgroup	The Citizens' Tribunal's remit is to hold the council to account for improvements in Race equity as outlined by the Race Equality Commission. It is often these types of experiences that lead to the outcomes for black Somali and Black Caribbean pupils. As we seek improvements in outcomes for these groups, it is important that parents are equipped with the skills and support in holding schools to account for engagement that is in line with their published behaviour policy.

Curriculum, Progress, and Inclusion

Name	Question	Respondent	Response
Paris	How can we ensure we are meeting the needs of SEND and children	Citizens' Tribunal Education subgroup	Ealing Council recently approved and published its new additional needs, SEND, and Inclusion Strategy (2023-2027).

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	from disadvantaged backgrounds?		<p>The council collaborated with various stakeholders, including parents of children with SEND, in the development of this strategy. The strategy comes in different formats, including an easy read option: Ealing's strategy for additional and special educational needs, disabilities and inclusion 2023-2027 Ealing Grid for Learning (egfl.org.uk)</p> <p>The Citizens' Tribunal education subgroup will be gathering evidence to scrutinise progress in this area.</p>
Joshua Moodie	How can we use Ofsted to help encourage schools to develop their teaching of Black history and decolonising the curriculum?	Ealing Learning Partnership	<p>The national curriculum sets out the programmes of study for all subjects and all local authority-maintained schools in England must teach these programmes of study.</p> <p>The curriculum does not set out how subjects should be taught. Ofsted judges how well schools are teaching the national curriculum, but this does not include a specific focus on Black History or decolonising the curriculum.</p> <p>However, to secure a 'Good' grading under the Ofsted framework a school must adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p> <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>The teaching of Black history can be seen to contribute towards achieving both of the above points. Within Ealing we are strongly advocating that all schools examine their curriculum to ensure aspirational Black history and the wider contributions of the</p>

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			<p>Black community are fully embedded within the curriculum.</p> <p>There is a programme of training and support available to schools to support this work.</p>
Kiflay Beraki	How can we include Race and Cultural knowledge into the classroom curriculum subjects?	Citizens' Tribunal Education subgroup	<p>Issues of Race and Cultural knowledge have been in the curriculum provided for children in schools however, they have not reflected the children and young people in the classrooms.</p> <p>Members of the Citizens' Tribunal sub-group have attended training provided for teachers by the ELP, visited schools, spoke to head teachers, class and subject teachers and trainers to investigate the developments and in some cases have been impressed. There is still much to do, and we are aware of work by the ELP to address this by training, gathering data and engaging with headteachers and governors.</p> <p>We continue to keep this under observation.</p>
Joshua Moodie	In response to your question, it is about looking at the curriculum and seeing if it reflects the school community. for example, World War 2, the Black influence, Windrush, Bristol bus boycott, looking at African civilizations	Citizens' Tribunal Education Subgroup	We agree. The best practice we observed was in schools that had accepted the responsibility to reflect their children and young people in their curriculum and to bring it up to date by adding the topics that you have listed and others. We have evidence that many schools are 'decolonising' their curriculum and not limiting this to history but other subjects such as maths, science etc.
Carmel	This is all not new Ealing has done so much work in the past on this issue and produced a lot of materials and resources. Berenice Miles especially has done an enormous amount of work, training teachers,	Citizens' Tribunal Education Subgroup	We know that a lot of work has been done in Ealing and elsewhere on developing curriculum, materials, resources, and teaching methods. All the members of the Education sub-group have been or are involved in developing Race Equality in Education and other fields for many years and acknowledge the work of the past. What is depressing is that despite the excellent work of the past, the issues of poor levels of achievement and high levels of exclusion are

Name	Question	Respondent	Response
	producing materials and resources, recruiting teachers etc., I hear none of this in this session. Will you be looking at what has already been done?		<p>still issues for CYP from Black Caribbean and mixed Black or White backgrounds.</p> <p>Not only are we looking at what has been done in the past but also what is happening at present and what is planned and the impact of these for Black and mixed CYP.</p>
Kiflay Beraki and Aki	I would like to find out if we have any teaching group to help kids learn about culture with an aim of supporting to complement their curriculum learning targets using a children's cultural knowledge and practices.	Citizens' Tribunal Education Subgroup	There are community groups in Ealing like Descendants that have set up supplementary schools to teach children about their culture as well as improving their performance in school. Many of these work with families and the schools that the children attend so that the learning is transferred between organisations and mutual respect is developed between the community school and the children's day schools.
Paris	Modern positive contributions to subjects – The living how could they be brought into schools?	Citizens' Tribunal Education Subgroup	<p>The most committed and aware schools have worked in partnership with their local communities and specialists. These have the knowledge and expertise to contribute to children and young people's academic, social, and cultural development to develop their knowledge and confidence.</p> <p>This has to start with teachers who need to develop their subject knowledge and confidence by academic study, reflection on their own practice and sharing knowledge.</p> <p>There are various courses on Black History and Decolonising the curriculum on offer to teachers in Ealing at present.</p>
Paris	How could this contribute to partnerships and enrichment in schools? - As in ensuring we have aspirational people in our communities invited to visit schools.	Citizens' Tribunal Education Subgroup	See above.

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Chantel	<p>Hi, I'm happy that Ealing has begun to think about its practice and the impact on its learners. You talked about the lack of take up of your initiative by some schools and the attitude from the top down on the seriousness of this matter. There is link between inclusion, achievement, and awards. At Descendants we have also noticed this nonchalant attitude towards acknowledging the achievements of black students. Our award ceremony is now in Its 18th year. Why is Ealing not doing more to celebrate the achievements of black students? Why are head teachers so reluctant to understand the importance of such events?</p>	Ealing Learning Partnership	<p>We recognise the importance of acknowledging and celebrating the achievements of Black students. For many years the local authority has promoted the Descendants awards to schools. There is still more to do, including raising the awareness with school leaders about the impact and importance of such events and we are committed to doing this.</p>
Joshua Moodie	<p>It would be great if Black people from university could come into schools to talk about their experiences. Black Caribbean is not just Black African or Black and white - the Caribbean diaspora and culture is very mixed - can this be included in material and speech?</p>	Citizens' Tribunal Education Subgroup	<p>'Black Caribbean', 'Mixed White and Black Caribbean', 'Black African', 'White British' etc. are from the 18 ethnic groups used by the DfE to compile attainment and exclusion data. We are not using them to describe the very mixed nature of the Caribbean diaspora and culture.</p> <p>In terms of materials, discussions, and guest speakers, yes, the race equality teacher training Ealing offers supports teachers in developing their teaching and resources to be representative.</p>

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Carolene	The work that Descendants Children's charity have been doing for years is invaluable in introducing Ealing children, parents, teachers, senior leadership, governors, and councillors to an awareness of Black history and the need to address discrepancies in the curriculum education offer to children of Caribbean heritage. Breaking down all barriers to learning works effectively when all parties are involved. I serve as a governor in a primary and secondary school and being at the table where decisions are made is a first step in making a positive change and contribution to this issue.	Ealing Learning Partnership	<p>The number of governor vacancies varies from school to school.</p> <p>The numbers of governors on a board are determined by the constitution (Instrument of Government in maintained schools and The Scheme of Delegation in an academy). There should be a good balance of parents, staff, and 'community' governors.</p> <p>We work with Governors for Schools to support with recruitment of new governors. They have run a number of campaigns and training to support inclusive governor recruitment such as, Inclusive Governance.</p> <p>As part of our recruitment events, we promote becoming a governor via Ealing local media, schools, and council social media to try to reach a wide group of people.</p> <p>We are reinforcing to all boards the importance of Inclusivity and Diversity on their board and how they could improve this when filling vacancies.</p>

Training for teachers on Race Equality and Unconscious Bias

Name	Question	Respondent	Response
Laurie O'Garro	How many Ealing teachers attended the training and participated fully?	Ealing Learning Partnership	During 2022-2023 academic year 154 senior leaders and teachers attended the central Ealing training programme. In addition, a number of schools commissioned the training for their whole school staff, and we estimate

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			that approximately 850+ staff participated in this school-based training.
Laurie O'Garro	What was the personal impact on your white teachers? I've found that it's easy to say the words, nigh on impossible to really feel the impact of racism. How have your staff changed on a personal level?	Ealing Learning Partnership	<p>Anecdotal evidence from White staff who have attended either the Challenging Disproportionality training and or the curriculum training suggests that, for some people, the impact is significant.</p> <p>In many cases staff are introduced to concepts that are new to them, such as unconscious bias, and they then reflect on this personally and in relation to their practice.</p> <p>During 2022-23, 105 white staff attended the Challenging Disproportionality training and 75% described it as thought-provoking; 64% valuable and 54% reflective.</p>

Empower parents to play an active role in their children's education.

Name	Question	Respondent	Response
Ade Banjoko	What is being done to let parents know about the Race Equality Commission?	Ealing Learning Partnership	<p>School leaders have been encouraged to communicate to their parents the journey their school is on as they work towards Race Equality. We encourage schools to share regular information about all aspects of their work around race equality including staff training, curriculum changes, parent sessions etc.</p> <p>At a borough level we will be producing an information leaflet aimed at parents or carers which will explain the Race Equality commission demands, the ELP programme of support for schools to achieve these demands and what parents can expect from schools.</p>

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Laurie O'Garro	How do you plan to engage the white parents of mixed-race children	Ealing Learning Partnership	This will be a decision for each school as they plan their engagement with parents of the pupils at their school.
Anonymous	Please can you let me know in what ways parents have been involved in this process? for example, in the curriculum or is the approach that is being taken a top-down approach with parents being informed of what is going to be done?	Ealing Learning Partnership	We provide training around Race equality in the curriculum which is available to all primary, special, and high schools. This training focuses on developing the Racial literacy of school staff as well as filling knowledge gaps in regard to Black history and wider Black peoples' contributions. Schools are encouraged to engage parents in discussions about their approach to integrating Black history and wider contributions of the Black community into the curriculum. They are also advised to inform parents in advance when topics addressing racial injustice are being taught.
Ade Banjoko	Many parents have said they don't know about this work. What is ELP doing to inform parents of the commission?	Ealing Learning Partnership	<p>We have set up a race equality parent representative forum which includes members of six local community organisations that work with support Black Caribbean and Somali parents.</p> <p>One of the aims of the forum is to provide a way of communicating with parents about the work ELP is doing to meet the demands of the commission.</p> <p>At a borough level we will be producing an information leaflet aimed at parents or carers which will explain the race equality commission demands, the ELP programme of support for schools to achieve these demands and what parents can expect from schools.</p>
Cllr V Alexander	What are they doing to ascertain whether parents have learning needs? What are they doing to promote further engagement in the parent's forums or broader discussions with	Ealing Learning Partnership	<p>At a borough level, we are not currently focusing on ascertaining whether parents have learning needs.</p> <p>Our aim is to work with schools to set up 20 new Black parent forums during this academic year. We hope that the creation of these forums will contribute to greater trust between parents and schools.</p>

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	parents to build trust and confidence?		
Cllr V Alexander	It's not the parent's fault. If they have lived in Ealing, they may have experienced educational inequalities in the borough. They may need additional support to help their children.	Citizens' Tribunal Education Subgroup	It is likely that parents may have experienced inequality growing up in the borough and this makes the establishment of the parent's forum all the more pressing to support parents in understanding how they can engage effectively with their teachers and schools.

Role of Race and Diversity lead and Black teachers in leadership roles

Name	Question	Respondent	Response
Ade Banjoko	How many schools have a designated Race and Diversity staff lead and Governing board champion?	Ealing Learning Partnership	88% of schools have a designated Race and Diversity staff lead. 34% of schools have a Governing board lead.
Laurie O'Garro	Regarding Equality and Diversity roles, what are the ethnicities of those leads?	Ealing Learning Partnership	We do not collect information on the ethnicity of staff in these roles. We encourage schools to identify a senior member staff who will be able to effectively lead whole school change. The central training programme is designed to ensure that staff leading this work have strong racial literacy.
Ade Banjoko	Please can you outline me what are your KPI's for setting expectations and mobilising leadership?	Ealing Learning Partnership	The leadership related Key Performance Indicators (KPI) that we report progress against to the Citizens' Tribunal are listed below. The figures are from the baseline survey conducted in March 2023 and completed by 61 schools: Percentage of schools with an anti-racist policy (Yes 18% No 34% In development 48%)

Name	Question	Respondent	Response
			<p>Percentage of schools with a designated Governor lead for Race and Diversity (Yes 34% No 66%)</p> <p>Percentage of schools with a designated staff lead for Race and Diversity (Yes 88% No 12% note: figure updated October 2023)</p> <p>Percentage of schools with systems for capturing pupil and staff voice on equalities (Yes 40% No 23% In development 37%)</p>

General questions to the panel

Name	Question	Respondent	Response
Laurie O'Garro	Can you look into Drayton Manor and their treatment of Black students? What's happening there is a serious worry. Thank you	Citizens' Tribunal Education Subgroup	The Citizens' Tribunal are examining the suspension and exclusion data and will be looking to the council to take the lead in any school that is seen to be an outlier in the disproportionality of exclusion and suspension of Black Caribbean and Black Somali students