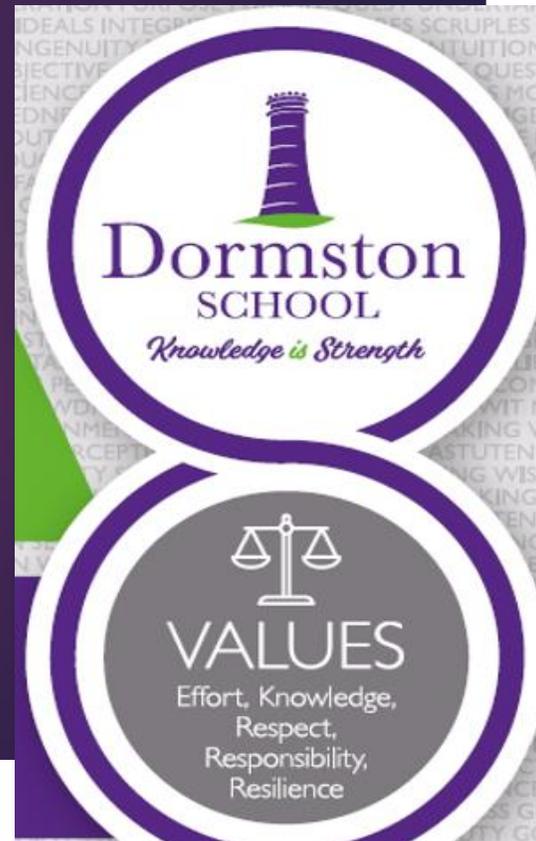
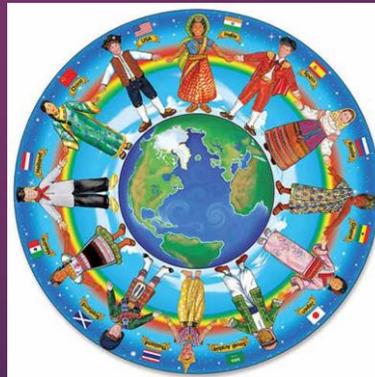


# What next? 'Diversity in Dormston'





# Why is this important?

- ▶ DFE- a **black school child is 3x more likely to be excluded**
- ▶ SATs research found black children are more likely to be marked down by their teachers
- ▶ Although black people enter higher education at a higher rate than white people, they are **LESS likely to be accepted into prestigious universities and receive lower grades**
- ▶ **2009 DWP research- (repeated research since 1960s)- BAME people are far less likely to be called for interview-** BAME groups on average have to send **60% more CV's** out to gain an interview
- ▶ 2003 NHS England report- black people are **more at risk of being admitted to a psychiatric hospital under compulsory powers** of the Mental Health Act and receive higher doses of anti-psychotic medication
- ▶ Black men are less likely to receive a diagnosis of dementia
- ▶ 2012 research- found austerity was hitting BAME groups hardest with **45% of black 16-24 year olds out of work**, compared to 27% in 2002
- ▶ 1991- 2011 census data- black males= double rates of unemployment
- ▶ 2013 data- black people **twice as likely to be charged with drugs possession**, despite lower rates of drug use. Black people are more likely to receive a **harsher police response- 5x more** likely to be charged than cautioned or warned.
- ▶ Black people are **4x more likely to have physical force** used against them by the police
- ▶ **30% of black men are on National DNA Database**, compared to 10% of white men (EHRC)
- ▶ Black men are 4x more likely to have DNA stored than white men (EHRC)
- ▶ UK **poverty rate is twice as high** for Black and Minority Ethnic (BME) groups as for white groups. (JRF).
- ▶ BAME groups are highly over represented in the lower socio-economic groups. **Overcrowding** is a further issue, with 2% of white households being overcrowded, compared to 20% of Bangladeshi (BBC).

- ▶ Race Equality Foundation shows that Bangladeshi households are 63 per cent and **Black African households 75 per cent more likely than white British households to suffer 'housing deprivation'** eg. insufficient heating.
- ▶ Homelessness- In Wolverhampton, for example, in 2011, 26 per cent of the population were from a BAME **community, but these same communities made up about 40 per cent of the homeless cases** seen by the local authority.
- ▶ ONS- **Pay gap**- up to GCSE level- black people paid 11% less, A-Levels- black people paid 14% less. Degree level- black people are paid **23% less than white peers**.
- ▶ Work- BAME communities are **less likely than white people to be paid the living wage**. The Joseph Rowntree Foundation showed in 2015 that the ethnic group least likely to be paid below the minimum wage was white males (15.7 per cent); and that which was most likely was Bangladeshi males (57.2 per cent). 38.7 per cent of Pakistani males were paid below the minimum wage, 37 per cent of Pakistani women, and 36.5 per cent of Bangladeshi women. Between 2011 and 2014, **temporary working** increased by 25.4 per cent for BME employees and 10.9 per cent for white, according to the TUC. By Autumn 2014, around one-in-ten BME workers were employed in some form of temporary employment.
- ▶ See more here- <https://www.independent.co.uk/news/uk/home-news/uk-police-racism-racial-inequality-bme-black-stop-and-search-prisons-graphs-statistics-revealed-a7197066.html>

# Runnymede Trust findings

**RUNNYMEDE**

Intelligence for  
a multi-ethnic Britain

- ▶ Teaching staff are over proportionally white- lack of representation- 85.9% of all teachers in state-funded schools in England are White British, compared to 78.5% of the working age population (2011 census). Some 92.9% of headteachers are White British- Racial literacy should be an integral part of CPD
- ▶ Police in schools creates more negative effect for BME and working class pupils- creates a feeling of low expectations- this should not become the norm
- ▶ School curricula too often fail to reflect the diversity of contemporary society, and the National Curriculum does not mandate for engagement with the colonial legacies – or racist underpinnings – of contemporary Britain. Accordingly, curricula need overhauling to increase racial diversity, and to centre anti-racism.
- ▶ School policies- need to be stringent in dealing with racism. Need to be racially informed eg. hairstyles- many school hair policy punish black students.
- ▶ The Independent- Staff 'believe' black students are disruptive and inferior. Academies/ Free schools are free to implement policies which are of detriment to BME students eg. 2 hr detention for kissing teeth. Are we condemning pupils' culture? Eg. quiet Asian pupils are 'ok', but loud black students are labelled disruptive?
- ▶ Social Market Foundation- Evidence has suggested that the disproportionate exclusion of Black students often arises from labelling, stigmatisation, and problematic teacher assessments.[v]

# It doesn't have to be direct to influence

**SMF**

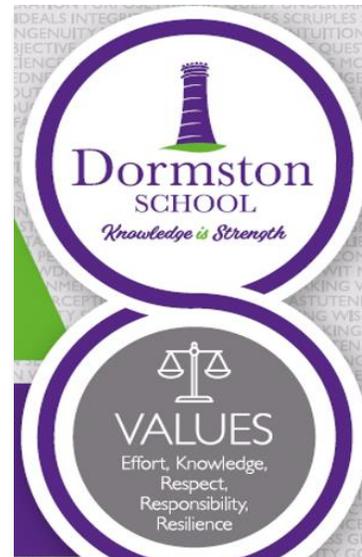
**Social Market  
Foundation**

- ▶ Social Market Foundation- Timpson highlights research that schools are 'white spaces' in the classroom and in school practices, shows that teachers use negative language labelling Black children as problematic, and finds that certain teachers are more ready to exclude Black boys than other pupils. Black Caribbean pupils are 2.2 months behind white peers.
- ▶ [https://www.smf.co.uk/commentary\\_podcasts/institutional-racial-discrimination-in-schools/](https://www.smf.co.uk/commentary_podcasts/institutional-racial-discrimination-in-schools/)
- ▶ Our actions and pupils actions have a huge influence- <https://gal-dem.com/i-felt-totally-alone-students-are-speaking-up-about-anti-blackness-at-school/>
- ▶ BME pupils feel marginalised- microaggressions (eg. hair), low expectations and stereotypical comments ('aggressive') distance BAME pupils from engaging fully in education and have harmful consequences.



# Why we have to do more

- ▶ What we currently do- exclusions, workshop. Good, but only covers direct racism/ homophobia.
- ▶ What we need to do- tackle the indirect issues.
- ▶ Look at ourselves and our approach- be honest- how do we perceive our BME students?
- ▶ We need to ensure all pupils feel safe, secure and can come forward with issues so that they reach their potential, not only academically but socially and mentally. Being 'colour-blind' is not enough- we need to actively engage in anti racism and embracing in multiculturalism.



# New guidelines-

- ▶ These **MUST** be picked up in class as and when they happen. For example, if you notice an Asian pupil is looking uncomfortable while nearby students say they can 'smell curry', or you notice a child is protesting 'all lives matter' or 'white lives matter', or a black pupil is being harassed about their hair etc., or you hear students discussing immigration/ refugees etc using incorrect facts, or you see a pupil is deliberately mispronouncing a name that is not 'English sounding' etc- you must act at that point.
- ▶ The best way to do so is as follows-
- ▶ 1/ speak **one on one with the pupil involved**, perhaps remove them from the class if you can and explain that what they are saying may be offensive or upsetting to some people. Please ask them to stop doing it. **Try not to be too harsh at this point** as the pupil simply might not know.
- ▶ 2/ **speak to the pupil/ pupils who you feel may have been the target** of the indirect racism, ask them if they are ok and let them know it will be followed up. **Allow them to speak** about how they are feeling.
- ▶ 3/ contact Ruth Downie. She will arrange a time to speak to the pupil and **educate** them on their choice of words/ use of language etc. This will be recorded, not on G0 4 Schools, as not sanctioned at this point. RDE to keep a record. If the pupil **repeats the behaviour, a sanction** will be put in place and the pupil will be placed on the anti- racism workshop.

# Points to remember-

- ▶ *Hints-* at this point- please refrain from calling the child 'racist' or showing 'racist behaviour', or that their behaviour can be deemed as 'racist'. This tends to be counter-productive. We will give the pupil the benefit of ignorance in this first instance.
- ▶ -If it feels wrong or there is the slightest possibility of it being offensive, please follow the above guidelines and refer to RDE.
- ▶ -Even if there are no BAME students in the room and a pupil has said something of this nature, please follow up the same way. We must stop any sign of this at all points. Furthermore, a white pupil can easily be upset by these comments, particularly if they have BAME relatives/ friends etc.

# Further information

- ▶ [ITV report on racism in UK-](#)
- ▶ <https://www.youtube.com/watch?v=-GjbDr-o6k>
- ▶ White privilege-
- ▶ <https://www.youtube.com/watch?v=4K5fbQ1-zps&feature=youtu.be>

