

TACKLING DISPROPORTIONALITY IN THE CRIMINAL JUSTICE SYSTEM: SCHOOLS

Good Practice Case Studies

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Introduction

The disproportionality we see in the Criminal Justice System is, to a significant extent, the product of underlying inequalities and disparities. In London there is the over-representation of Black communities, but particularly young Black men, in the criminal justice system and these communities also experience some of the poorest early life developmental outcomes, particularly in education. Schooling and education represent key milestones during any young person's development and the impact of a negative schooling experience, lack of education and poor educational outcomes can have significant implications for their life experience, including an increased likelihood of turning towards criminal behaviour. For example, studies on the drivers of crime find that disengagement with education contribute towards likelihood of offending i.e. the impact of teacher expectations and bias, school exclusion, pupil and teacher perceptions, lack of positive role models¹. This link is also evident when examining data trends, as, for example, young Black men of Caribbean heritage are among the highest rate of permanent and fixed exclusion and poorest grade attainment in London and they are also over-represented in both the YJS and wider CJS. Among young Black people trends also suggest disengagement with education increases in secondary school, rather than primary school, where the disproportionate outcomes become increasingly evident.

Studies on the drivers of crime find that disengagement with education contribute towards likelihood of offending

Local authorities, working with schools and other partners, have established and are developing innovative practices and initiatives to improve the schooling experience and attainment of disadvantaged young people. The examples of good practice are presented as a package of activity that will showcase some specific examples of good practice in some boroughs but also the emerging pan-London programme and ambitions to tackle racial inequality in schools and in education.

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Emerging pan-London activity

Pan-London Collaboration on Black Caribbean Achievement is a group of education and schooling partners from Lewisham, Lambeth, Brent, Hackney, Haringey and Croydon that seeks to build on and maintain momentum around local activity to embed inclusivity and racial inequality into schools across the capital, and to ensure more Black Caribbean pupils experience high quality education. The steering group is developing and delivering a range of activity to achieve change – this includes:

- A quality mark for racial equality – developing a standard for schools.
- Curriculum development – arranging a series of webinars around establishing an inclusive curriculum.
- Parents as partners – ensuring parents are at the heart of activities and solutions.
- Developing toolkits that will act as a suite of resources to share more broadly for partners and parents.
- Arranging a conference seeking to articulate the groups visions and bring partners to together and to showcase activity.

This package of good practice provides an overview of tailored activity and action within several boroughs designed to raise the aspirations and improve the outcomes of children from Black communities in London

Local examples of good practice

This package of good practice provides an overview of tailored activity and action within several boroughs designed to raise the aspirations and improve the outcomes of children from Black communities in London. This list not an exhaustive list of all the good practice underway in London, rather these are examples of some of the leading and embedded activity that can be used to demonstrate the drive for change and for learning across boroughs.

- Lambeth: Raising the Game
- Haringey Education Partnership (HEP): The BAME Achievement Strategy
- Brent: Raising the Achievement of Boys of Black Caribbean Heritage in Brent Schools
- Hackney: Improving Outcomes for Young Black Men

For more information or to suggest additional case studies, please contact:
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LB Lambeth
Raising the Game

Currently in its third year, Lambeth's ambitious *Raising the Game* programme aims to improve outcomes for Black pupils of Caribbean heritage in Lambeth at all key stages, to close the academic attainment gap (currently 7 - 10 per cent) and address high exclusion rates



Problem we were seeking to address:

Black pupils of Caribbean heritage in Lambeth experience a 7-10 per cent academic attainment gap, as well as high exclusion rates. The *Raising the Game* programme aims to improve outcomes at all key stages, to raise aspirations and to reduce exclusions for Black pupils of Caribbean heritage who underachieve in relation to their peers nationally and locally.

Background:

Despite being in a good position nationally in terms of overall results and the percentage of 'good' and 'outstanding' schools in the borough, Lambeth has seen a widening gap between the achievement of Black Caribbean pupils and their peers in recent years. In 2017, the gap at Key Stage 2 was 8 per cent and this increased to 9 per cent at GCSE, with Lambeth's Black Caribbean pupils 2 per cent per cent below the national average.

The *Raising the Game* programme is led by the Lambeth Schools Partnership and based on extensive research commissioned by the borough which produce key and driving recommendations. The programme is now in its third year and runs in selected Lambeth schools to improve outcomes at all key stages, to raise aspirations and to reduce exclusions for Black Caribbean pupils who underachieve in relation to their peers nationally and locally.

Partners involved

[LB Lambeth](#)

[Lambeth Schools Partnership](#)

[Parental Engagement Network](#)

[Racial Justice Champions](#)

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LB Lambeth
Raising the Game

The solution or actions/proposed solution or actions:

Several key strands of action:

Raising aspirations - Aim High: A common finding from national and local research was the need to raise the aspirations of Black Caribbean pupils and to connect them with successful Black role models from a range of professional and academic backgrounds. As a result, Aim High features successful groups and individuals from a range of professional and academic backgrounds who share their individual journey to success with the young people.

Diversifying the curriculum - Inclusive Curriculum: teachers were given the opportunity to research and develop resources that would be available to *Raising the Game* schools. The aim is to use inclusion and diversity to bring together National Curriculum objectives with content that encourages pupils to think profoundly about the world around them.

Parental involvement and engagement - Parental Engagement Network (PEN): The role of parents working with schools to their children's attainment was recognised as vital by the *Raising the Game* planning group. The Parental Engagement Network worked with *Raising the Game* schools on two areas of focus. The first area focused on early years and Key Stage 1, with PEN working with staff to build on existing good practice that supports the partnership of parents in their children's learning. The second area looked at transition at all points in the learning journey for Black Caribbean pupils and produced guidelines for all schools to add to the *Raising the Game* initiative resource book.

Anti-racist informed practice - Racial Justice Champions: there are champions across schools that act as programme advocates to ensure schools staff and communities are aware of the programme aims, events and impact; to ensure the initiative remains at the top of the schools agenda; share best practice and learn across schools; and expand the initiatives beyond the school.

Headteacher coaching: Using the principles of group coaching, the headteachers from the first year of the initiative challenged and supported each other on the full suite of data relating to Black Caribbean pupils' achievement at their schools, identify interventions and review their impact, and prioritise the needs of these pupils. This is lead and shaped by the headteachers so that sessions would be tailored to their needs and be based on the outcomes of the previous sessions.

Racial Justice Champions act as programme advocates to ensure schools staff and communities are aware of the programme aims, events and impact

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LB Lambeth
Raising the Game

Desired outcomes/delivered outcomes:

The *Raising the Game* programme aimed to narrow the attainment gap for Black Caribbean pupils, which had decreased in the decade to 2011 but had since widened. The number of Black Caribbean pupils who were permanently excluded reduced significantly since the start of the programme, although Black children were still more likely to be permanently excluded.

During the two years of the programme, inclusive curriculum materials had been developed for primary-age pupils, over 2,200 pupils from Years 2 to 10 had attended Aim High events, at which 190 inspirational Black speakers had presented. The feedback from Aim High had been overwhelmingly positive. The programme has resulted in an 1 per cent improvement for Black students at age related expectations at Key Stage 2 in comparison to their peers and a 3 per cent improvement at Key Stage 4, and an overall reduction in permanent exclusions by 49 per cent and over 70 per cent reduction for Black students of Caribbean heritage.

The number of Black Caribbean pupils who were permanently excluded reduced significantly since the start of the programme

Learning/evaluation:

The programme has a qualitative engagement process that also helped to develop learning and evaluate progress. This has included:

- Establishing learning from Aim High sessions which have been attended by 2200 pupils from years 2 – 10 from 26 Lambeth schools, including some from Youth Offending Services.
- Schools have utilised shared learning from the programme to conduct research on Black Caribbean underachievement to determine innovative ways to address any challenges.
- The programme has resulted in the creation of a new Fair Access Panel for KS3 and 4 in Lambeth, as well as an Inclusion Fund.

The programme is now seeking to identify additional funding and resource to continue embedding change and developing the strands, particularly in relation to curriculum development. This includes supporting and enabling as many schools as possible to participate.

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LB Haringey
Haringey Education Partnership
BAME achievement strategy

Established in 2017 by Haringey schools in partnership with the council, the Haringey Education Partnership is a not for profit company with a mission to ensure that its member schools' children and young people have the very best learning opportunities and are ready to thrive in a rapidly changing world.



Problem we were seeking to address

Haringey has the largest gap in Britain at GCSE between higher achieving White British students and lower achieving BAME groups, especially those Black students of Caribbean heritage. The BAME Achievement Strategy aims to address and improve BAME achievement in the borough.

Background

There are clear links between disadvantage, attainment and exclusions. Haringey's White British children and young people are much less likely to suffer from disadvantage than those from BAME backgrounds. However, the varied patterns of attainment for different ethnic groups shows that this is not the whole story. As a result, there is also a need to look carefully at how the education system affects outcomes. In particular, there is a need to acknowledge and address issues which affect children and young people's sense of self-worth, aspiration and life chances, such as: institutional racism and unconscious bias; low representation of BAME groups among leaders, teachers and governors; lack of understanding of cultural diversity – cultural competency; the impact of being in a minority in a White majority school; limited or negative representations of BAME groups in school and the curriculum.

Partners involved

LB Haringey

Haringey Education
Partnership

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LB Haringey
Haringey Education Partnership
BAME achievement strategy

The solution or actions/proposed solution or actions

The programme aims to create several resources for schools, public sector organisations, pupils and parents. These include: self-evaluation tools for schools; a vulnerable to underachievement checklist (aiming to promote pupils for participation in extra-curricular activities, be proactive in rewarding pupils to build self-esteem, help governors in directing resources at greatest need); BAME action plan template for schools; BAME children literature for parents and pupils; an achievement database to capture key trends around education in the borough. These resources facilitate schools to implement training, create BAME-representative teaching resources and support vulnerable pupils, with the aim of closing the attainment gap between White British students and 'BAME' students by supporting changes in practice.

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Desired outcomes/delivered outcomes

The programme aims to achieve outcomes for all children and young people as good as, or better than, anywhere else in the country, close the gaps in attainment for different ethnic groups and disadvantaged pupils and tackle related inequalities and negative outcomes such as exclusions, which impact on life chances.

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LB Brent

Raising the Achievement of Boys of Black Caribbean Heritage in Brent Schools

Since 2018 funding for a cohort of champions across Brent schools has facilitated a focus on schools' plans to improve outcomes for pupils of Black Caribbean heritage, an evaluation of what is working for this group and support planning to address any areas requiring improvement



Problem we were seeking to address

The programme aims to set out the context and analysis of the issues that need to be addressed to raise the achievement of boys of Black Caribbean heritage in Brent schools, and to minimise the risk of exclusion for this group.

Background

In Brent, the overall attainment of boys of Black Caribbean heritage (including boys of mixed Black Caribbean heritage) has been consistently below that of all pupils nationally at the end of Early Years Foundation Stage, and key stages 1, 2 and 4. Historically, exclusion figures have shown that boys of Black Caribbean heritage are disproportionately overrepresented for both fixed term and permanent exclusions – for fixed term exclusions, boys of Black Caribbean heritage are disproportionately represented at 15.8 per cent compared to 4 per cent of the whole school roll.

The solution or actions/proposed solution or actions

Funding was allocated to the Brent Schools Partnership (BSP) in June 2018 to deliver the following provision:

- A supported, rigorous and robust analysis of the performance of pupils of Black Caribbean heritage, and the effectiveness of key aspects of schools' practice to ensure pupils of Black Caribbean heritage achieve well

Partners involved

[LB Brent](#)

[Brent Schools Partnership](#)

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- The designation of a Black Caribbean Achievement (BCA) Champion in every school in Brent for a period of two years. The Champion will lead on the school's plan to improve outcomes for pupils of Black Caribbean heritage, including monitoring its impact and engagement with parents/carers. The Champion in each school is tasked with using the audit framework 'Success for All, Raising Boys of Black Caribbean Heritage Achievement' to evaluate the quality of provision for this group. The Champion can then identify what is working well and put a plan in place to address any areas requiring improvement
- A programme of half termly training for the BCA Champion to ensure high levels of skills and competencies to deliver the role effectively leading to real impact on outcomes in schools
- A programme of subsidised training for school staff and governors
- The development of online resources for parents on strengthening their role and contribution to improving their children's learning and progress, and reducing the likelihood of their children being excluded from schools
- Leadership and management of the overall BCA strategy, including regular collation and analysis of the attainment and progress of pupils of Black Caribbean heritage
- Brent Schools Partnership have been, and will continue to subsidise costs for any Brent schools that adopt the Diversity Mark. This is a school improvement tool that raises the awareness of diversity and equality across and with all stakeholders

The development of the content has been led by parents of Black Caribbean heritage and community members, and by professionals with expertise in specific areas of education, SEND and the law.

Desired outcomes/delivered outcomes

- There are 78 BCA champions in 73 Brent schools, including more than one leader designated in some schools. Some schools have created BCA teams which have led to staff across the school working together to address the barriers to raising the attainment of boys of Black Caribbean heritage.
- The development of the Parent Resource Portal has progressed and the content has been completed. The development of the content has been led by parents of Black Caribbean heritage and community members, and by professionals with expertise in specific areas of education, SEND and the law.

The success of this programme is also demonstrated when analysing the impact on learning and achievement

- The programme aims to raise the achievement of boys of Black Caribbean heritage in Brent schools, and to minimise the risk of exclusion for this group. The validated data for 2018/19 shows a significant reduction in gaps in the attainment of boys of Black Caribbean heritage against all pupils at Key Stage

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LB Brent

Raising the Achievement of Boys of Black Caribbean Heritage in Brent Schools

2, and the unvalidated data for Key Stage 4 also shows the same.

- For the end of Early Years Foundation Stage there has also been a significant improvement, demonstrated by a 75 per cent reduction in the attainment gap between boys of Black Caribbean heritage and all pupils.

Learning/evaluation

In several schools the small number of Black Caribbean students is often given as the reason for minimal focus on raising the achievement of boys of Black Caribbean heritage and the limited action being taken to ensure that the attainment gaps between this group and their peers are narrowed. In the future, this could be a barrier to ensuring that achievement across Brent improves and gaps are narrowed. Standards being attained in reading and writing by boys of Black Caribbean heritage overall is lower than all pupils and is a significant barrier to closing the overall gaps at Key Stage 1, Key Stage 2 and Key Stage 4. The over representation of boys of Black Caribbean heritage being identified as having SEND needs to be robustly analysed across the local authority and by individual schools, and appropriate action taken.

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LB Hackney
Improving Outcomes for Young
Black Men

Hackney's Improving Outcomes for Young Black Men initiative focuses on three key areas of: education; mental health; and reducing risk of harm, to harness successful young Black men's potential, increasing their visibility, and tackling inequalities where they exist.



Problem we were seeking to address

Research undertaken by Hackney has identified a range of indicators that highlight the ways in which young Black men experience disproportionately poorer outcomes. Data and insight have identified disproportional outcomes for this group compared with the wider population, and with other young men. In 2014, 48 per cent of Black boys achieved 5+ A*-C GCSEs including English and Maths, compared to 59 per cent for all pupils in the borough. In 2013/14 Black pupils comprised 20 out of 30 permanent exclusions and 120 out of 230 fixed period exclusions. The Improving Outcomes for Young Black Men initiative aims to address these inequalities and ensure that Black boys and young Black men have access to the same opportunities as the wider population in Hackney.

Background

The programme operates within the context of additional societal challenges that affect young Black men. There are three key focus areas: education; mental health and reducing risk of harm. These aim to address specific societal challenges such as:

- BAME groups in Hackney are identified as at risk of poverty; Black residents in Hackney are overrepresented in mental health settings (represent 42 per cent of detentions and 23 per cent of the total population)
- Black boys are more likely to be excluded from school than their peers
- Black boys achieve a lower level of educational attainment

Partners involved

LB Hackney

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LB Hackney
Improving Outcomes for Young
Black Men

The solution or actions/proposed solution or actions

We have prioritised three areas where the greatest risks and gains stand to be made to improve outcomes for young Black men in Hackney:

Education

- School transition processes to be strengthened with a focus on vulnerable learners
- Multi-agency working to be strengthened with a focus on all parents
- Focus on reducing exclusions by schools self-identifying alternatives using Child and Adolescent Mental Health Services tools and support
- Promotion of effective recruitment processes to better support a strong profile of Black role models
- Headteachers to share their learning and best practice locally
- Culturally competent training and signposting of support available for all school staff and stakeholders

Mental Health

- Ensure services are accessible and inclusive of Black boys and young Black men by sharing findings of mental health services review
- Develop a better understanding of the extent to which mental wellbeing is a driver of behavioural issues and exclusions
- Ensure young Black men are less fearful and suspicious of psychiatric services by developing a programme for Hackney providers that tackles overt and covert racism and seeks to achieve a more demographically representative workforce

Reducing Risk of Harm

- Reduce incidence of young Black men experiencing or causing harm within their family by establishing and reviewing domestic abuse interventions and outcomes, antenatal services, health visiting services, children's centre services and sexual education access and outcomes for this group
- Reduce incidence of young Black men experiencing or causing harm within their school by establishing and reviewing information generated by schools about a young person's vulnerabilities, access and outcomes of the education provided in schools about harmful behaviour and keeping safe for young Black men and how schools respond to in-school harmful behaviour and subsequent responses for Black boys
- Reduce incidence young Black men experiencing or causing harm within their community by providing effective information and support to parents and careers, reviewing the rate and response to stop-and-search, reviewing the rate and outcomes of the Gangs Matrix and monitoring coverage of and creating a local media strategy to promote positive coverage for this group.

We have prioritised three areas where the greatest risks and gains stand to be made to improve outcomes for young Black men in Hackney

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LB Hackney
Improving Outcomes for Young
Black Men

Desired outcomes/delivered outcomes

The focus of the programme is to harness successful young Black men's potential, increasing their visibility, and tackling inequalities where they exist. The programme sets some clear ambitions to reduce disproportionality over the next 10 years:

- Within 10 years outcomes and opportunities for Black boys and young Black men should be the same as the wider population
- Within 15 years we start to see cultural changes in terms of aspirations and in terms of trust of the state
- Within 15 years working with other authorities, central government and the state, we also want to see changes in media representation and portrayals.

Overall, the project brought home the powerful impact that racial stereotyping and racism has on young people's outlook

Learning/evaluation

There is a recognition that all the answers to intractable problems are not yet known. As such, there is a need to gather insight and engagement to better understand issues. It was also found that workforce diversity, including inclusive leadership, is very important. Overall, the project brought home the powerful impact that racial stereotyping and racism has on young people's outlook and world view and sharpened the focus on parental engagement and on the development of a diverse curriculum.

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