



Bristol's Anti-Racism in education engagement report

The evidence base to inform Bristol's Anti Racism strategy to address outcomes for children and young people in Bristol.



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Foreword



Bristol is a wonderfully diverse city, one we should all be proud of, where we all do our bit to make sure no-one is disadvantaged. A successful economy with the highest productivity levels per capita, employment and qualification rates of the major cities. We also know that one in five, children under 16, nearly 18,000 live in relative low-income families. We must ensure that local organisations deliver for all our citizens, and they truly reflect the diversity of the people we serve.

Educational inequality is a huge issue for our city. Despite two world class universities based here, in South Bristol the participation in Higher Education is only 22.3%, including three of the five lowest performing areas in England: Hartcliffe (8.7%, lowest in England), Highridge and Withywood.

There are also entrenched racial inequalities in Bristol, across institutions and society. I am proud of the work this administration has done on racial justice across sectors and Bristol's own history in the transatlantic trafficking of enslaved Africans. This report sets out the evidence of a need to look into the future of those that will take forward further work in educational settings. We need Bristol and educators to purposefully consider anti-racism in our thinking, actions and decision making in education provision across the City to improve outcomes for Black and Minoritised pupils.

Bristol City Council must empathetically learn and better understand the experiences of Black and Minoritised people, recognising the experiences and impact unique to different communities. Central to this is using people's feedback combined with the data, to improve how we serve and support Black & Minoritised people and influence the city, its communities and businesses to become anti-racist. That's why this evidence report is an important foundation for the next steps toward that aim. It takes on the statistics of educational attainment and looks to centre the voices of children and young people in our city. Their views must be taken into account.

As suggested by the youth council, we feel that we all should take action and campaign for Bristol to become a 'Zero Exclusion City', where our schools understand and respect young people and make them feel appreciated and valued, both in and out of school.

Over the past few years, with the disruption of the pandemic, we as a nation have been reminded of the significance of education and know that it is crucial to children and young people. This is not only for our personal, academic and career development but also for our happiness, wellbeing and connection to wider communities.

Given the maturity of conversations about race and class inequality in Bristol, there is an opportunity to challenge ourselves as a city, making change where we can, to influence others, using our role as a civic leader.. As we move forward to develop our approach we will collaborate to raise the platforms for Black and Minoritised people and organisations as standard practice in the city.

Councillor Asher Craig

Deputy Mayor – Children's Services, Education and Equalities

Executive summary

Bristol is a wonderful city that has a wealth of culture deep-rooted in the diverse families and communities that we welcome from the everchanging landscape as a City of Sanctuary. It is also a city that has not yet completed its work around race, particularly for our children and young people from Black and Minoritised communities who don't always feel that they belong.

The sense of belonging is central to [Bristol's One City Plan](#) for 2050, it contains city wide goals engineered around six core themes. [Children and Young People's Board](#) drive action and play a key role in coordinating delivery of the goals set out in the One City Plan. The mission of the children and young people's board places children and young people at the heart of what it does; wanting everyone in Bristol, by 2050, to have the best start in life, gaining the support and skills they need to thrive and prosper in adulthood. Inclusivity and diversity are at the core of all its work so that children and young people in the city have a sense of belonging that empowers and enables them to thrive.

Belonging is at the heart of the anti-racism in education engagement report which was co-constructed with professionals and young people. The report has allowed children and young people from Black and minoritised communities to have their voices heard as well as providing them with a platform to feed into the strategic next steps following this report.

Some evidence and outcomes data is below, but from this we can already identify that education experiences are not yet equitable for our children and young people from Black and Minoritised communities:

- 1** Bristol has a higher proportion of Children Young People from Black and Minoritised Communities attend state-funded nurseries, schools and pupil referral units than the national average (41.7% in Bristol compared with 37.4% nationally).
- 2** 21.2% of Children Young People in Bristol are known or believed to have a language other than English as their first language compared with 20.2% nationally.
- 3** Nationally permanent exclusion and suspensions numbers have increased to previous years. Black and Minoritised children and children with SEND are disproportionality represented in the data. There is also a concern about the managed moves and the use of behaviour policies in schools and the impact of internal school sanctions such as isolation rooms.

4 Nationally, only 1.1% of Black Caribbean teachers make up the teacher workforce in comparison to 85.1% of White British teachers. The data becomes even more stark when nationally, 92.5% of headteachers are White British in comparison 0.7% of headteachers identifying as Black Caribbean.

The anti-racism in education engagement report sets out the vision, mission and key workstreams that will positively impact all children and young people; providing a roadmap to complete a co-produced strategy with professionals, leaders, families, children and young people with lived experience. The engagement plan demonstrates that governance will be key to supporting, challenging, providing rigour and ensuring there are robust ways of working with committee members as well as city-wide partners. It is imperative that children and young people from Black and minoritised communities are at the heart of the governance and should have a seat around the physical table.

Children and Young People of Bristol are the next generation of change makers and the anti racism in education engagement report was borne from their voices and feedback at City Hall in 2023. The report formalises strategic work that is being driven by the service areas in the Education and Skills directorate. The voices of our Black and Minoritised young people are clear, articulate, and passionate about the experiences they are having and what they would like to see changing for the future in their educational journeys. They want to feel that their voices are heard that they are valued and that they belong in their setting and in their city. They want to see themselves represented in the leadership of their provisions and that all their teachers know, respect and value them as young individuals.



Introduction

Bristol is a vibrant city home to diverse and multi-faceted communities. To tackle racism and inequalities across our diverse communities we need to unpick and understand the impact of its ties to the transatlantic trafficking of enslaved African people and how this affects the children and young people in our schools and educational settings. The Anti-Racism engagement report aims to work with leaders, communities, young people and families in educational settings and partners from the statutory and voluntary sector to create positive and sustainable change.

As a council we believe that action is needed to respond to systemic racism and racial discrimination reflected through existing inequalities and highlighted by many reports including the Runnymede Report, 2017 'Bristol: a city divided?', Black Lives Matter protest that saw a statue of Edward Colston toppled, Identifying-Disproportionality-Report, Avon and Somerset's Criminal Justice Board as well as the effects and local impact of the COVID-19 pandemic and the disproportionate impact on people from Black and Minoritised communities. All the events, both globally and locally, spotlight the immediate call to arms to counteract the disproportionalities that effect our Black and Minoritised communities – all of which are built on structural inequalities and multiply over time.

This Anti-Racism engagement report is rooted in the world of education but lends itself to the multiple strategies that underpin the work across the council like [The Belonging strategy](#). In the Anti-Racism in education engagement report, we aim to triangulate the lived experiences of Black and Minoritised children and young people, data of outcomes – Key Stage 2, Key Stage 4 and NEET (Not in Education, Employment or Training) outcomes data, attendance and exclusions and ensure care, understanding and the opportunities we want for our most vulnerable young people who are at risk of being marginalised. As a city partner, we will work with leaders, headteachers and chief executive officers to create operational task and finish groups, co-produce action plans and co-create an education racial equality pledge under the Bristol Equality Charter that all educational settings will support and commit to.

The operational task and finish groups and wider partners will feed into the governance to share progress to date, the Excellence in Schools Group (EISG) will provide oversight and support for the groups, they will also be able to request commissioned work and contribute both strategically and financially for wider pieces of work.

To tackle racism and inequalities across our diverse communities we need to unpick and understand the impact of its ties to the transatlantic trafficking of enslaved African people and how this affects the children and young people in our schools and educational settings. The Anti-Racism engagement report aims to work with leaders, communities, young people and families in educational settings and partners from the statutory and voluntary sector to create positive and sustainable change.



What the evidence says

Children and young people – came to City Hall for a workshop and asked for a call to action

We want to make a measurable change to current and future generation of Black and Minoritised people by tackling racism. We have listened to what children and young people told us about their experiences within their educational journeys, their informed, lived experience is the reason this strategy has come to life. The young people have asked for an anti-racism in education settings strategy, it is our duty to respond and as the adults in positions of power and influence, to listen to the call to action and co-produce a strategy that will enable systemic change for the future. Children, young people, families and partners rightly want to see change; not actions that have very little impact or indeed fail to improve lives.

In developing this work we heard from children about their lived experiences of racism in education settings who did not and still do not feel heard by educators. We also had feedback from parents and carers finding it hard to navigate complaints processes and/or get their complaint heard. We have also listened to education professionals both from White, and Black and Minoritised communities who find it difficult to negotiate and address racism within education.

A strategy would set out the priorities for the next five years, but the action plans will build on learning annually and inform developments year by year. We also have measurable targets and indicators of success related to these priorities. These will help partners assess if we are making progress whilst also listening to lived experiences.

A co-constructed strategy with leaders in education demonstrates the value of children and young people's lived experience underpinning the ways in which we will work to move this agenda forward. All education institutions will need to consider and review systems and policies and the impact of these on Black and Minoritised children and young people.

The anti-racism in education report is about turning the mirror inwards to look at systems, process and policies to positively impact Black and Minoritised children and young people, it is not about 'fixing' the children but breaking down concrete walls and ceilings that restrict and disadvantage the next generation of change makers.

This engagement report highlighting the need for a strategy requires us to acknowledge that even if we do not see ourselves as 'racist' we can, by turning our eye away, be complicit in allowing systemic racism to continue and exist in the world of education where all children and young people should have an equitable entitlement to grow and flourish.

The voice of the child

// Institutional racism.
Teachers should have conversation with parents before sanctions are made. //

// We must focus on intersectionality and not be afraid of radical change. //

// More BAME teachers.
Relax the rules.
Alternative skills paths.
Transparency around punishments.
Understand the communities. //

// Help disadvantaged children from the beginning. //

// Teachers should have conversation with parents before sanctions are made. //

// Give young people voices in schools. //

// On my third school place. //

// Physically handled by a teacher.
No avenue for complaints.
Stereo typed for clothes.
No transparency.
Lack of stability. //

// Excluded because of additional needs. //

// Targeted. //

// Managed moves – no communication to parents.
No response to racism.
Seen as threatening –
Aduftification. //

// Lack of Black teachers. //

// Exclusions – Snowball effect on self – esteem.
Black pupils are villainised and aduftified.
Schools need to make it far more safe to raise a concern. //

// Youth don't have a voice.
SEND and disabled children put on separate tables.
I feel ignored by the teacher.
Stereotypes. //

// Pupils aren't seen as individuals or respected. //

Key strands

Gaps in outcome data at all key stages

Overall, pupils from disadvantaged backgrounds have lower attainment than non-disadvantaged pupils. Black Caribbean and Gypsy/Roma pupils have notably lower attainment results and have done consistently in recent years. When compared to the national average, Bristol falls below in all Black and Minoritised groups. The biggest gap to the national average is for Black pupils. Pupils with special educational needs (SEN) have significantly lower attainment than pupils without SEN across all headline measures. This is particularly true for pupils with an Education Health Care Plan (EHC) plan. Pupils living in the most deprived areas have significantly poorer attainment outcomes. *(full details by Key Stage in data section).*

Disproportionality in SEND

It is important to note that there are significant national differences in how children from Black and Minoritised Communities are identified as having SEND. Data has confirmed this is also the case in Bristol.

We also know that children and young people with SEND are more likely to achieve poorer outcomes than those with no SEND. The same is true of children from some Black and Minoritised Communities. Both groups are also more likely to experience discrimination.

All children with SEND are different, as are their families. However, many families will have similar aspirations for their children and face challenges in achieving these. Families from Black and Minoritised Communities are likely to experience additional challenges as a result of the intersectionality between ethnicity and SEND. Intersectionality is the way in which different types of discrimination are connected to and affect each other. Many argue that the experience of the interaction between these different types of discrimination is more than the sum of its parts. When working with Children and Young People (CYP) with SEND from Black and Minoritised Communities, we need therefore to actively consider not only these aspects of children's identities separately, but also how they interact.

When working with children and families from Black and Minoritised Communities, it is essential that educational settings understand these challenges and take action to address them. This means settings not only educating themselves about the impact of different approaches on different communities, but also understanding the experiences of individual families and agreeing with them the best approach to meeting their needs. (See Appendices for the full Bristol SEND guidance: Supporting children and people from Black and Minoritised Communities).

At Key Stage 2, children with SEN all score lower in Reading, Writing and Maths than non-SEN pupils. Additionally, children with SEN from Black and Minoritised groups score significantly lower than children from White British Ethnic groups. There is also disproportionality in outcomes for children with SEN at KS4.

Disproportionality in suspensions and exclusions for Black and Minoritised children and young people and those children with SEND

Nationally permanent exclusion and suspensions numbers have increased to previous years. Black and Minoritised children and children with SEND are disproportionality represented in the data. There is also a concern about the managed moves and the use of behaviour policies in schools and the impact of internal school sanctions such as isolation rooms.

Suspensions and permanent exclusions in England, Autumn term 2022/23 – Explore education statistics – GOV.UK explore-education-statistics.service.gov.uk

Lack of representation of Black and Minoritised teachers, headteachers, CEO's and governors

Nationally, gov.net capture holistic data regarding the ethnicity of teachers and leaders across schools in the UK. [School teacher workforce – GOV.UK](https://school-teacher-workforce-gov.uk) [Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://ethnicity-facts-figures.service.gov.uk) states that only 1.1% of Black Caribbean teachers make up the teacher workforce in comparison to 85.1% of White British teachers. The data becomes even more stark when nationally, 92.5% of headteachers are White British in comparison 0.7% of headteachers identifying as Black Caribbean. We do not have a formal way of collecting this data, yet, for Bristol but this will be an aim of understanding the workforce even further. It will be pivotal to the strategy that an active recruitment campaign is co-produced, shaped in line with national work and designed bespoke to Bristol is co-constructed with networks specifically working with Black and Minoritised teachers and leaders. There is an under representation of Black and Minoritised teachers in positions of leadership and management across schools and settings in Bristol. The strategy aims to amplify the expertise that exists in Minoritised communities and work alongside multi academy trusts and maintained provisions to excel and enhance leadership from Black and Minoritised communities.

Cultural competency of workforce

As partners we have started to engage in conversations of race and disproportionality across Education but the conversation about systemic racism is multi-faceted and woven into the history of Bristol. This is something that we can learn from to change how we move forward and develop as partners and leaders within educational settings.

For many Black and minoritised children, young people and families racism is not a new conversation and the practice of cultural competency means that everyone needs to be self aware of this and the journey we are on with our own individual understanding of someone else's lived experiences. To be culturally competent, you need to understand not just another culture but also the intersectionalities that may exist within it. It is about 'doing the learning' rather than expecting the learning to be taught and given to you, cultural competency relies upon the individual reflecting and working to understand someone else by reading, listening and actively changing behaviours to ensure equity is a reality for all.

From the young people's voice, it is apparent that as educational settings, professionals and advocates of all young people, organisations and individuals are on different journey's with anti-racism. Collectively, we need to invest in the workforce to understand the nuances of anti-racism from microaggressions to disproportionalities, 'white privilege' to 'white adjacency', healthy challenge to difficult conversations, space to learn and safe spaces and knowing what an 'ally' or an 'accomplice' means to simply recognising that we need to start getting comfortable with being uncomfortable because it will benefit our children and young people of Bristol.

The workforce needs to be given the toolkit, language and confidence to understand that we are all on this journey of growth. Safe spaces need to be constructed and safeguards in place to manage the emotional intelligence and emotional literacy that is needed to engage with this work. Trauma informed practices are excelling in some areas of the work in education and this needs to be broaden and extended out to all adults who work with and for our children and young people. Our conversations, engagement and commitment to families needs to start with a trauma informed understanding and an awareness of cultural competency to both support and challenge what is in the best interest of the children and young people.



Emerging aims of an anti-racism strategy

We are all responsible and committed to ensuring equity is a reality. All Children and Young People; particularly Black and Minoritised children, families and workforce feel included, valued and have a strong sense of identity and belonging in all schools and places of learning.

- Purposefully consider anti-racism in our thinking, actions and decision making.
- Collaborate with and raise the platforms for Black and Minoritised people and organisations led by Black and Minoritised people, as standard practice in the city.
- Empathetically and consistently learn and better understand the experiences of Black and Minoritised people, recognising the experiences and impact unique to different communities.
- Actively use people's feedback, and data to improve how we serve and support Black and Minoritised people.
- Take responsibility for challenging ourselves as a city, making change where we can and challenging others where we can influence, using our role as a civic leader.
- Support and influence the city, it's communities and businesses to become anti-racist.



The mission

The mission is to have a purposeful direction for change in the education settings for our young people. It is to provide a strategic steer for measurable impact.

Following engagement sessions, workshops, meetings and this report, we have ensured that foundations have been laid for a co-constructed strategy to be written. It will be for Bristol City Council and all educational settings to influence and make an impact. It is a collective responsibility and shared ownership, by all partners including community groups and the strong grass-root organisations we work alongside to make a meaningful difference to the lives of Black and Minoritised children and young people by tackling systemic racism within education. We will take responsibility for tracking how and whether the actions in future co-produced plans are being implemented, with all partners. As agents of change, we will be evidence driven and research informed and ensure that progress is demonstrated by tangible progress, this means we will ask for evidence of progress. Where we don't deliver on actions, we will explain why we have paused, amended or failed.

Impact reports will be linked to each of the strands outlined below and we are committed to working with children, young people and families to understand how we can ensure your voices are the driving and deciding factors of successful implementation. The young people have spoken, it is now time for Bristol City Council and partners to listen and make a collective difference.

We have chosen to focus on five areas of focus where Black and Minoritised children and young people are affected by racism, and where we want to make a measurable difference. We have also identified where intersectionality impacts on disadvantage, through race and disability, race and gender, race and socio-economic and how this can impact on multiple disadvantage and discrimination.

- 1** Ensure we close attainment gaps for Minoritised groups and disadvantaged children.
- 2** Reduce exclusions and increase attendance for Black and Minoritised children and young people.
- 3** Improve representation of Black and Minoritised leaders
- 4** Eradicate the disproportionality in SEND.
- 5** Create a bespoke professional development programme for the workforces in schools and settings.

Governance

To ensure that the strategy has both support and challenge, Bristol City Council recognises that the governance will need to be rigorous and robust to hold leaders and partners to account. Once key measurable targets and indicators of success have been co-constructed and written into annual action plans, key decision pathways will need to be followed. The groups outlined in the decision-making boards will challenge and hold to account for any financial commitments that are made by Bristol City Council and have the powers to make the necessary decisions as an organisation as well as what is required in the best interests of the city.

The groups and boards identified in the non-decision making pathway will be key enablers in supporting drivers and sharing best practice, highlighting opportunities and linking into larger and wider organisation that strand owners can learn and develop from.



Appendices 1: Educational outcomes in Bristol

Outcomes data at KS4, KS2 (Black and Minoritised CYP)

Evidence: KS2 Performance in England By Ethnic Background

Using data available from [School results for 10 to 11 year olds - GOV.UK](https://www.gov.uk/government/statistics/school-results-for-10-to-11-year-olds) [Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://www.ethnicity-facts-figures.service.gov.uk/) which offers Key Stage Two data across all ethnic backgrounds, the following can be recognised:

Bristol City Context for Pupils meeting Expected Standard in KS2 Reading in Maintained Schools:

- 73% of pupils across England achieved expected standards in reading compared to 71% in Bristol maintained schools.
- Based on progress scores between KS1 and KS2, 53% of school's outcomes for disadvantaged pupils were either below expected national averages or well below.
- The national picture for reading across ethnicities shows us that Asia (Indian), Asian (Chinese), Mixed White and Asian and White Irish achieved the highest percentage of children passing (all 80%+).
- The ethnicities with the lowest percentage pass rates in England were Black Caribbean (67%), Unclassified (62%), Irish Traveller (39%) and Gypsy/Roma Traveller (31%).
- The local picture shows us that Mixed White and Asian (81%), Asian Chinese (79%) and White any (76%) achieved the highest percentage pass marks.
- The lowest percentage pass in Bristol were Gypsy/Roma Traveller (17%), White Irish Traveller (50%, notably higher than national), White Irish (57%, notably lower than national) and Black Caribbean (54%, 13% lower than national).

Bristol City Context for Pupils meeting Expected Standard in KS2 Writing in Maintained Schools:

- 72% of pupils across England achieved expected standards in writing compared to 69% in Bristol maintained schools.
- Based on progress scores between KS1 and KS2, 57% of Bristol school's outcomes for disadvantaged pupils were either below expected national averages or well below.
- The national picture for reading across ethnicities shows us that Asian Indian (*83%), Mixed White and Asian (80%), and Asian Bangladeshi (79%) were the highest percentage pass rate.

- The ethnicities with the lowest percentage pass rates in England were Unclassified (59%), White Irish Traveller (31%) and Gypsy/Roma Traveller (29%).
- The local picture shows us that Asian Bangladeshi (79%), White Irish Traveller (75%, opposite success to the national picture), Mixed White and Asian (75%) and White-any other White background (74%) achieved the highest percentage pass marks.
- The lowest percentage pass in Bristol were Gypsy/Roma Traveller (25%), Black Caribbean (44%, notably 22% lower than national) and Mixed White and Black Caribbean (51%, – 14% lower than national).

Bristol City Context for Pupils meeting Expected Standard in Maths in Maintained Schools:

- 73% of pupils across England achieved expected standards in maths compared to 69% in Bristol maintained schools.
- Based on progress scores between KS1 and KS2, 63% of Bristol school's outcomes for disadvantaged pupils were either below expected national averages or well below.
- The national picture for Maths across ethnicities shows us that Asian Chinese (95%), Asian Indian (88%), Mixed White and Asian (81%) achieved the highest percentage pass rate.
- The ethnicities with the lowest percentage pass rates in England were Gypsy/Roma Traveller (30%), White Irish Traveller (33%), unclassified (61%), and Black Caribbean and Mixed White and Black Caribbean (63%).
- The local picture shows us that Asian Chinese (93%), Mixed White and Asian (78%) and Asian Indian (75%) achieved the highest percentage of pupils passing.
- The lowest percentage pass in Bristol were Gypsy/Roma Traveller (42%), Black Caribbean (48%), Mixed White and Black Caribbean (48%) and White Irish Traveller (50%).

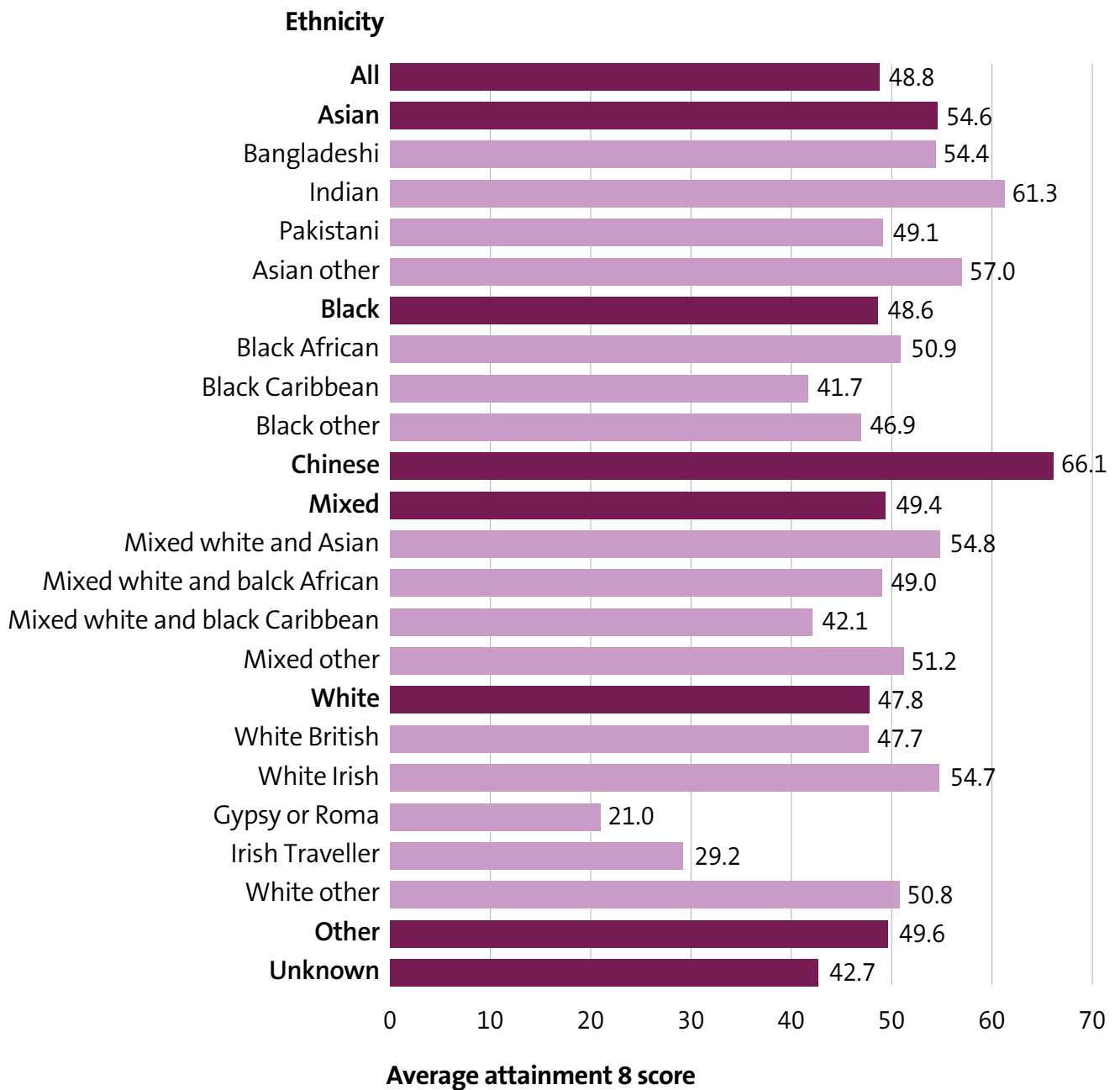
Evidence: GCSE Performance (Attainment 8) in England by Ethnic Background

Using data available from [GCSE results \(Attainment 8\) – GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://www.gov.uk/government/statistics/gcse-results-attainment-8-ethnicity-facts-figures) which offers Attainment 8 data across all ethnic backgrounds, the following can be recognised:

- ✓ in the 2021 to 2022 school year, the average score for 'Attainment 8' (which measures pupils' performance in 8 GCSE-level qualifications) was 48.8 out of 90.0
- ✓ pupils from the Chinese ethnic group had the highest Attainment 8 score out of all ethnic groups (66.1), followed by pupils from the Indian ethnic group (61.3)
- ✓ white Gypsy and Roma pupils had the lowest score (21.0)
- ✓ average attainment 8 scores are lowest for pupils from Gypsy/Roma, Caribbean and White and Black Caribbean ethnic backgrounds, all of which are below the national average.
- ✓ in every ethnic group, girls had a higher average score than boys
- ✓ in every ethnic group, pupils eligible for free school meals had a lower average score than those not eligible.



Average attainment 8 score (out of 90.0), by ethnicity

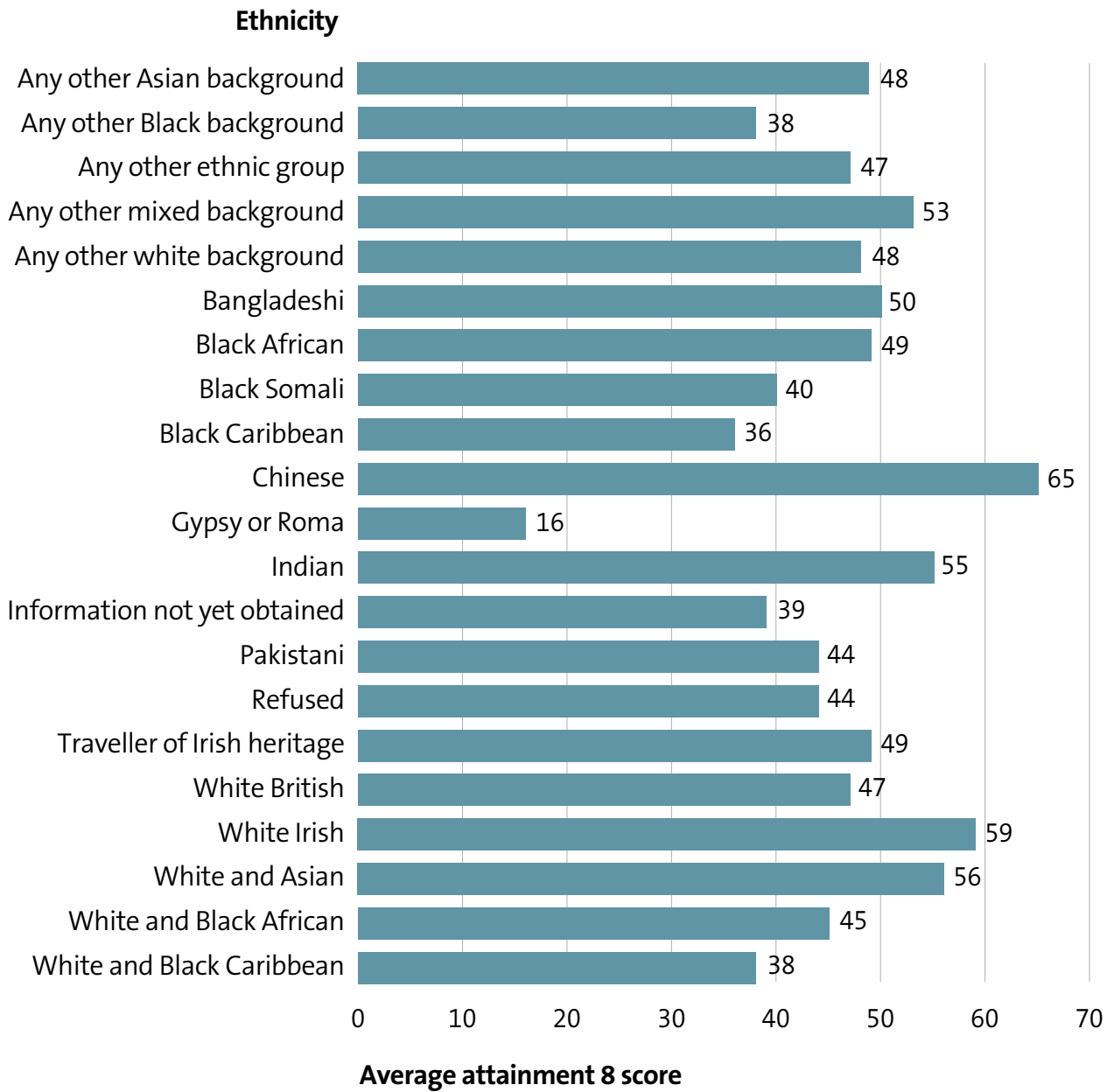


The data from Bristol City Council by Ethnic Background offers a similar pattern (please note this data is for 2022/23):

- ✓ In the 2022 to 2023 school year, the average score for 'Attainment 8' (which measures pupils' performance in 8 GCSE-level qualifications) was 45.3 out of 90.0 (46.2 for average English State Funded Schools).
- ✓ Pupils from the Chinese ethnic group had the highest Attainment 8 score out of all ethnic groups (65), followed by pupils from the White Irish ethnic group (59).
- ✓ White Gypsy and Roma pupils had the lowest score (16).
- ✓ On average, White and Black Caribbean pupils (38), any other Black background (38) and Black Caribbean (36) scored lower than the average score for Bristol City.



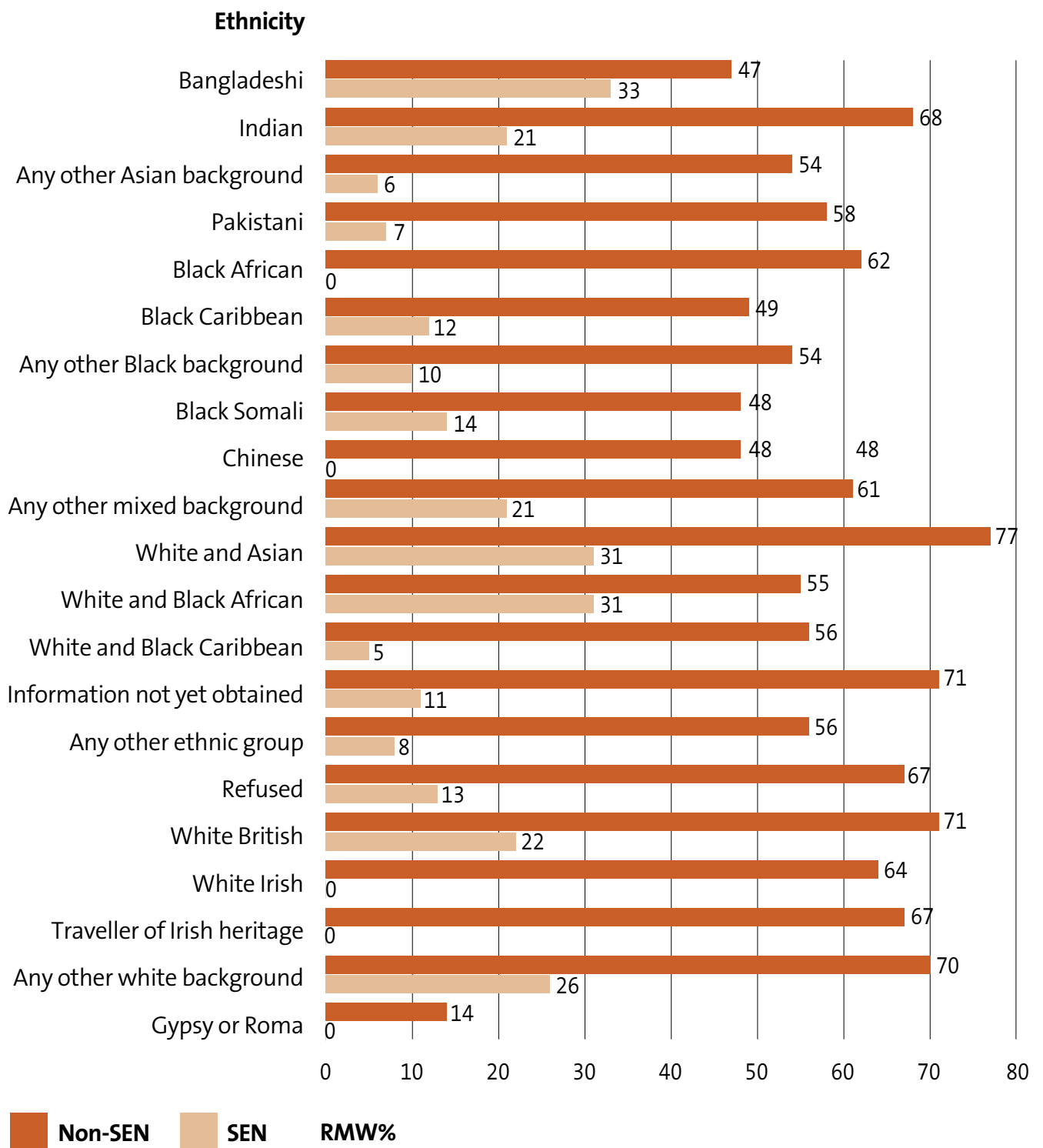
Attainment 8 ethnicity



Clear disproportionality in SEN data

The data from Bristol City Council by Ethnic Background for KS2 SEN RWM data (2022/23) is below:

Key Stage 2 RWM Ethnicity by SEN/Non-SEN



This data demonstrates that at Key Stage 2, children with SEN all score lower in Reading, Writing and Mathematics than their non-SEN counterparts.

Additionally, children with SEN from Black and Minoritised ethnic groups score significantly lower than children from White British ethnic group (22% RWM).

- White and Black Caribbean Children (5% RWM), Any other Asian background children (6% RWM) and Pakistani children (7% RWM) with SEN score lower than all other children. This is then followed by any other Black background (10% RWM) and Black Caribbean children (12% RWM).

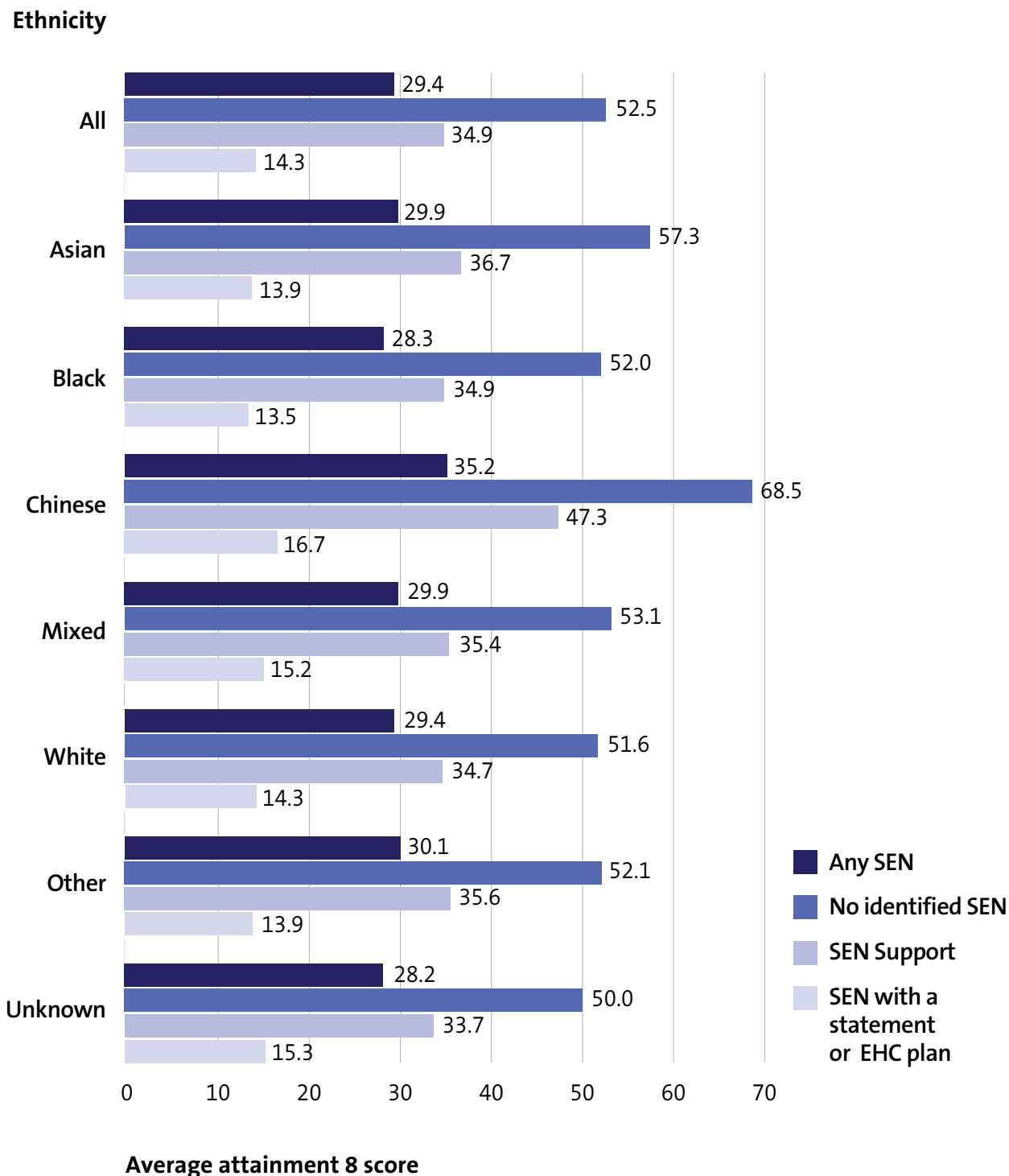
Evidence: GCSE Performance (Attainment 8) in England by Ethnic Background and SEN

Using data available from [GCSE results \(Attainment 8\) – GOV.UK Ethnicity facts and figures \(ethnicity-facts-figures.service.gov.uk\)](https://www.gov.uk/government/statistics/gcse-results-attainment-8-ethnicity-facts-and-figures) which offers Attainment 8 data across all ethnic backgrounds and SEN, the following can be recognised:

Data for the 2021 to 2022 school year shows that, for pupils with special educational needs:

- the average Attainment 8 score was 29.4, compared with 52.5 for pupils with no special educational needs
- pupils from the Chinese ethnic group had the highest average score out of all ethnic groups (35.2), and black pupils had the lowest (28.3).

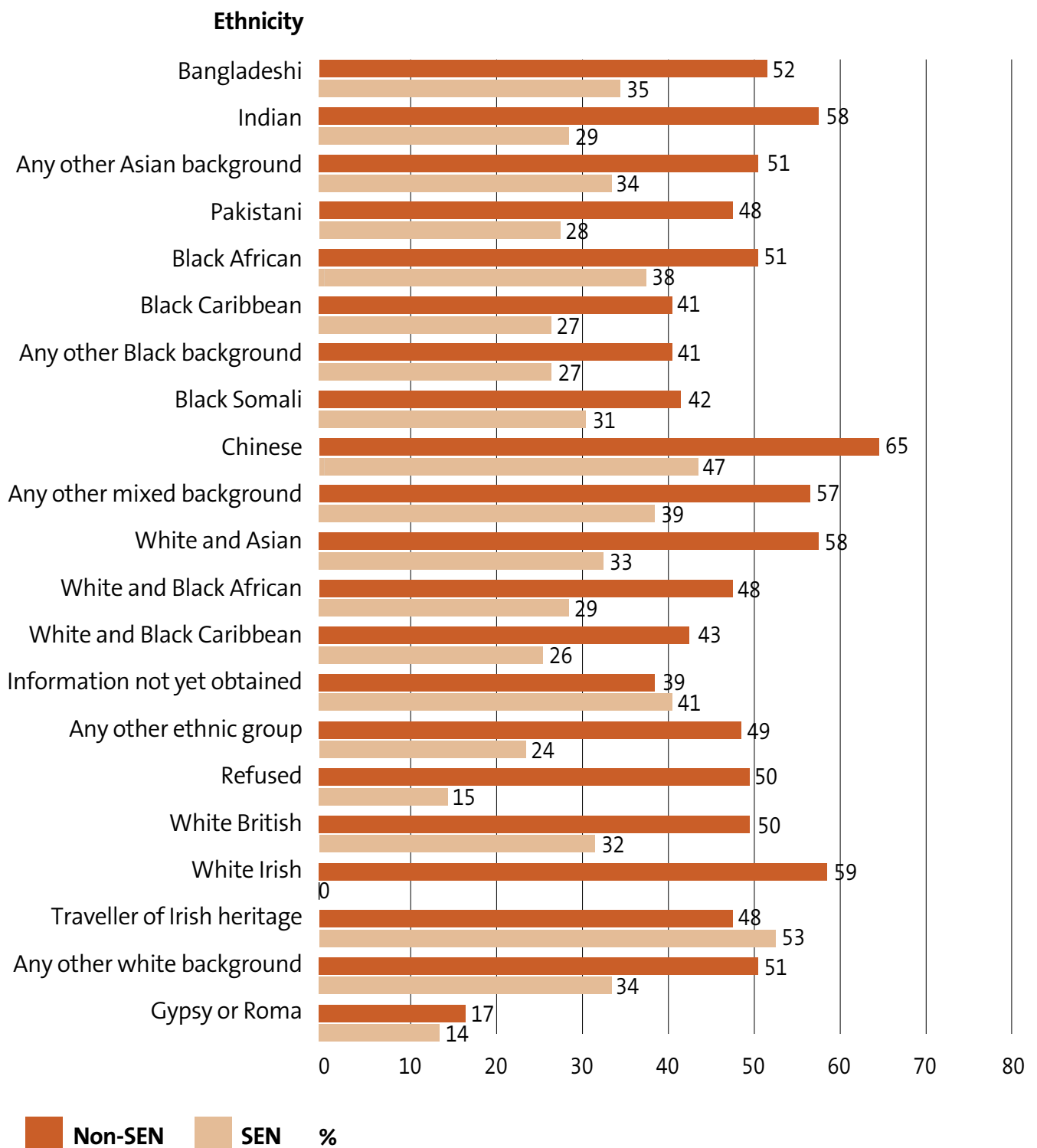
Average attainment 8 score (out of 90.0), by ethnicity and Special Educational Needs (SEN).
 Source: Key Stage 4 performance, academic year 2021 to 2022. Ethnicity Facts and Figures GOV.UK



The data from Bristol City Council by ethnic Background for KS4 SEN Attainment 8 data (2022/23) is below:

This data demonstrates that at Key Stage 4, children with SEN all have a lower Attainment 8 score than their non-SEN counterparts.

Attainment 8 Ethnicity by Special Educational Needs



Additionally, **most** pupils with SEN from Black and Minoritised ethnic groups score significantly lower than pupils from a Chinese background (57), Traveller of Irish Heritage (53), Any other Mixed background (39), and Black African pupils (38).

Over representation of Black Caribbean/Black African/Dual Heritage Black and White/Gypsy Roma Traveller CYP exclusions.

Appendices 2: Race equality conferences

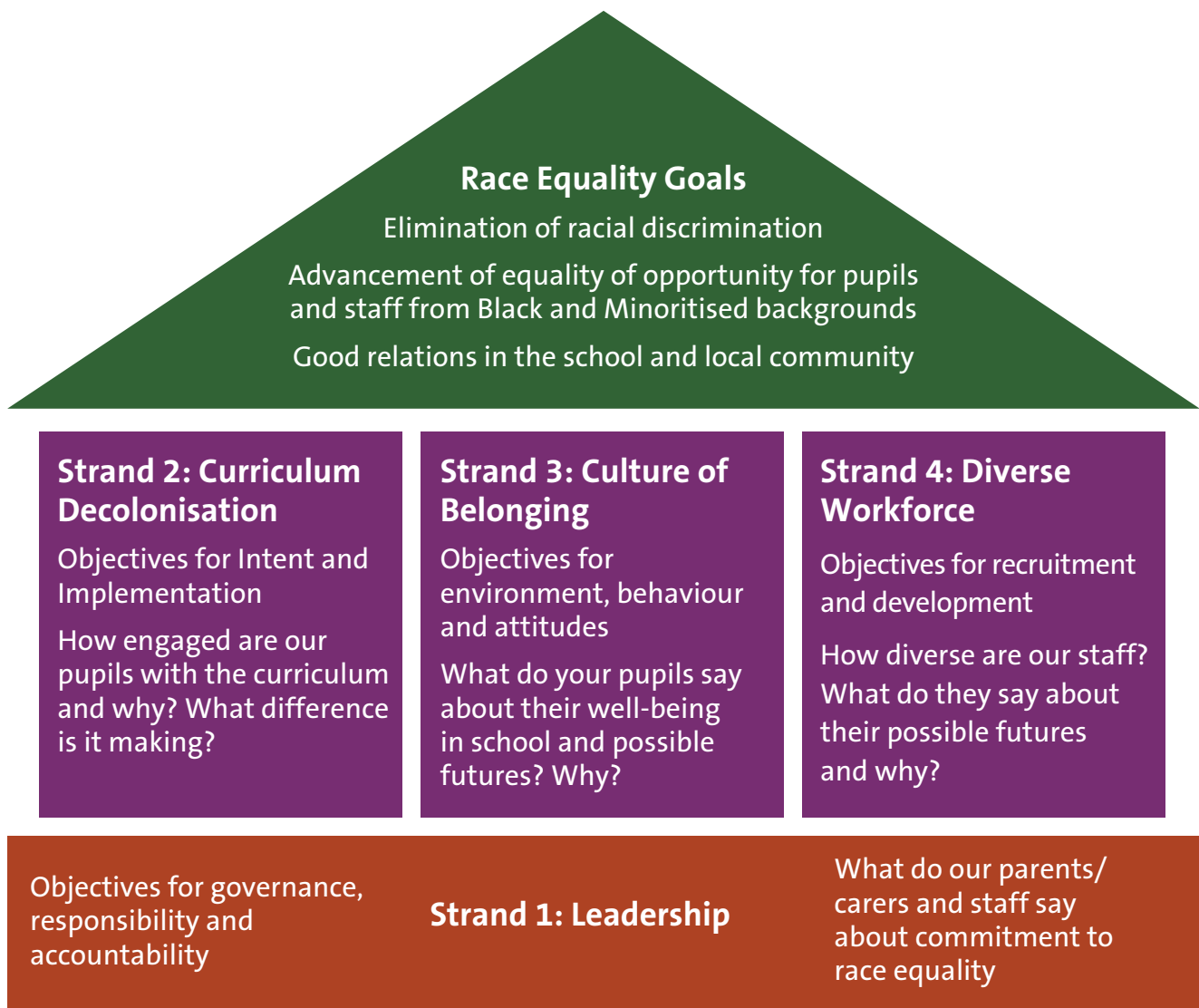
Over the past two years we have held 3 Race Equality education conferences for school leaders across the city and had a varied input to work in collaboration to inform improvements on Racial equity needed in education.

Race equality in education leadership conference 1 Race equality strategic planning tool (school leaders consultation) 2nd December 2022

Key themes discussed:

- Clear and consistent response to racist bullying; overt and covert racism.
- Race Equality is central to school policy.
- Data monitoring feeds into target setting at school, department and classroom level.
- Clear strategies to address exclusions, effectively monitored.
- Diversity reflected in the mainstream curriculum in ways that avoids stereotyping and tokenism.
- Multi dimension links with parents/community.
- Ethos of respect listening and caring.
- Race Equality is an integral part of professional learning communities.

In the tool, Race Equality is housed in these four strands stemming from research. Each represents the key levers to pull in order for a school, academy or college to tackle racial inequalities in the city.



Race Equality in Education Leadership Conference 2

6 February 2023

Identifying Disproportionality in the Avon and Somerset Criminal Justice System.	Assistant Chief Constable Will White, Avon and Somerset Constabulary.
Adultification bias and how it can impact on child protection and safeguarding practices.	Jahnine Davis , Listen Up.
Working in partnership with communities to address the disproportionality of Black and Minoritised children and young people in the criminal justice system.	Desmond Brown , Independent Chair of the Review into Disproportionality in Avon and Somerset Criminal Justice system.

Race Equality in Education 3

Consultation on Bristol Anti Racism Strategy 2 October 2023

(Information below shared with school leaders)

Race equality is a challenge of critical importance to our city's future and we know you are invested in ensuring we have equity for all.

As you will know, we continue to be a city that churns out race inequality as seen in our SEND, suspensions, and attendance data. The consequences are significant. There is the personal cost in the lives of the individuals who then have lower life chances. But there is also the cost to the wider city and country in terms of the talents and contributions that are lost to the economy and the increased likelihood they will need increasingly expensive public services.

We (ourselves, yourselves, and the wider collection of institutions and organisations who collectively shape and lead this city) need to recognise this inequality as the crisis it is, refuse to accept it as a norm, understand why it is happening, and commit to doing something about it.

Together we are co-producing an evidence-based Anti-Racism Strategy for education. Its effectiveness will increase in proportion to the level of cross-partner commitment it has from us all as city leaders. As a partner, we have listened to voices of the city, including the children and young people of Bristol, to capture the five key strands that will make a difference to their educational journey. The conference will be a cross-phase, multi setting opportunity to collaborate, share, and develop practice that our children and young people need in their education settings.

We need you to be there and we need your commitment to meet the challenge of race inequality head on. Together we can make a difference.

Feedback from conferences from school leaders cross phase about action to be taken:

- Listen not talk
- Start the school conversation around this from the data. Not just our school's data but national and regional to start our CPD
- Reduce the use of part-time timetables (internal exclusions)
- Include Black history context in an upcoming Inset with a focus on anti discrimination and racism
- Challenge the leaders of academies in addition to ask for follow through not lip service and do some real work breaking down barriers for families
- Recurring training in all schools

- Understand triggers – curriculum
- Making no assumptions
- Asking children what is needed to self regulate and support
- Is there a trusted adult
- Strategy towards stress response
- Is learning accessible?
- Educating your workforce
- Cultural competency
- Consistency
- Relationship of respect
- Writing how to say children's names in their language
- Ensure all staff have CPD to have shared language
- Do something brave acknowledge discomfort
- Involve stakeholders in developing school development plan – equalities and racial equity
- Present info on racial equity to rest of SLT to start at the top improving awareness
- Validate and acknowledge how they are feeling
- Listen
- Notice they are in survival brain in the first place
- Effective repair
- Relationships
- Recognise and put aside secondary behaviour
- Engaging family
- Review policies through lens of race – check for disproportionality
- Review suspension data through the lens of racial discrimination
- Look at the data gain revisit representation matters
- Know individuals and families to support them
- Ensure staff fully understand hypervigilance and responses
- Work openly with staff and address any issues – openly
- Work with leaders to develop anti racist assessment practices in Early Years and beyond

- Research into other ways of advertising positions
- Prioritise racial equality on SIP
- Focus on emotion behind the behaviour rather than the behaviour – opens up the space to listen and understand
- Take back policy wording to SLT – agreed language around race – consistency across policies then ensure staff are involved
- Include more BAME authors and scientists in the curriculum
- Pupil voice is a priority
- Improve staff confidence when it comes to challenging discriminatory language
- Staff training around unconscious bias
- Reflect on policies with a racial equity lens
- Look again at which children are having tuition and why
- Look at behaviour report and analysis ethnicity
- Not to be worried about talking to staff ref unconscious bias
- Listen not talk
- Trauma informed approaches
- De escalation
- Child – remember they are children – adultification
- Relationships, empathy, shared language
- Providing space and opportunity for cultural expression through the curriculum or extra-curricular activities
- Empathy, positive disregard, reflecting on your presence and that impact on the student
- Developing a whole school strategy for stress response
- Train teachers how to respond to students in survival brain and work out why students ended up in survival brain
- Join the dots up... develop a system link to lived experience
- I'm going to be more conscious of consensus – when I write guidance or deliver CPD, how do I know I have consensus?
- Widen parental engagement strategies
- Look further into data – rather than just groups – to look for themes

- Question to explore – Are any of our children in the freeze state that described due to sense of belonging and how is this impacting attainment
- Finalise multi layered whole school approach – curriculum, CPD, connection.



