



Submission to the call for evidence on race and ethnic disparities

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4in10 is a membership network of over 400 organisations supporting low income families across London. The racial and ethnic disparities that exist for the families we work with are of great concern to us and our members. www.4in10.org.uk

Question 2. What could be done to improve representation, retention and progression opportunities for people of different ethnic backgrounds in public sector workforces (for example, in education, healthcare or policing)?

Paid work is crucial to tackling poverty. However, minoritized communities are often over represented in the many jobs that are low paid and insecure in the capital. These jobs fail to act as a stepping stone into a future career.

Examples of good practice to improve representation and progression in this area are:

Moving on Up (MoU) is an initiative which aims to improve employment outcomes for young Black men in London. One in five men in the capital is Black, but Black men are significantly more likely to experience unemployment than their White counterparts, with 33 per cent of Black men out of work compared to 15 per cent of White men. Disparities persist even across educational levels with Black graduate unemployment at 13 per cent compared to a rate of just 4 per cent for White graduates.

The initiative was established in 2014 and is a collaboration between BTEG, City Bridge Trust, Trust for London and, since 2018, the GLA's Workforce Integration Network.

MoU has invested over £1.5 million in testing what works to increase the number of young Black men securing good quality jobs, through collaboration with employment support providers, Jobcentre Plus, local authorities and employers. Since late 2017 MoU has focused on developing and testing a 'collective impact model' to improve employment support and outcomes for young Black men in two London boroughs, and on engaging employers in the Construction, Digital and Finance sectors to develop practical measures to recruit more young Black men into these sectors, where they have traditionally been under-represented.

Their Inclusive Employers Toolkit has been developed through MoU's collaborative engagement with construction and digital sector employers but can and should be applied to other sectors

https://www.london.gov.uk/sites/default/files/inclusive_employers_toolkit_fa.pdf

Moving on Up Contact: <https://www.bteg.co.uk/content/moving>

Shpresa Programme, a user-led organisation that promotes the participation and contribution of the Albanian-speaking community in the UK have built on their community connections and cultural knowledge and over-time built a programme to encourage women to become Teaching Assistants with Train to Gain; promoting role models from the same community to show what is possible. Contact: <http://www.shpresaprogramme.com/>

The Stepping into Leadership programme, launched in September 2020, aims to equip minority ethnic teachers with the leadership skills, personal confidence and professional networks to make a successful application for promotion. It is funded by the GLA and delivered by the London South Teaching School Alliance. www.londonsouthtsa.org.uk/programmes/stepping-into-leadership.php

We also know that young women in London are vulnerable to economic hardship in multiple ways and covered this in our report '[On the edge](#)' published with Young Women's Trust in October this year. In it we note the better the data we have, the better placed we will be to take swift, targeted and effective action to improve the economic outlook for young women of all ethnicities, and build a stronger, fairer recovery. To ensure we have the data to plan for a strong and fair recovery we call in the report for:

- Requirements for employers to publish redundancy data, including by sex, age and race
- Data on the take up of the Kickstart Scheme and future employment schemes to be published, and broken down by industry, including by sex, age, race, and previous employment status
- The reinstatement of gender pay gap reporting for 2020/21
- Equality impact assessments of economic policy to be published.

Question 3. How could the educational performance of school children across different ethnic and socio-economic status groups be improved?

Our latest report with partners Just For Kids Law covers the disproportionate rates of exclusion for children on free school meals, for some Black children and those from minoritized communities and the impact that this can have on their educational performance. From the data across London we can see areas where low income children and Black children are disproportionately excluded, and that this is where they are in a smaller minority within the school population. Which speaks to local decision making and leadership within schools being skewed. There are key factors in the way schools are run, and the disciplining etc that disproportionately impact those children in specific areas of London.

Children's identity and circumstances are, of course, multi-faceted. Many children will experience multiple layers of vulnerability, increasing their risk of exclusion. For example, children on free school meals are twice as likely to have SEN and Black children face a higher chance of living in poverty. Being supported by social care, having special educational needs (SEN) including social, emotional and mental health (SEMH) needs, being a boy, living in poverty, and being from some ethnic groups, all increase the likelihood that a child will be excluded.

Schools are a reflection of wider society; these social factors intersect, creating overlapping disadvantage and marginalisation.

Institutional racism in schools manifests in a number interrelated ways that are well-established such as

- racist stereotyping,
- views on acceptable behaviour,
- teacher knowledge,
- underrepresentation in school workforce,
- bullying and
- the curriculum.

And there are also ways in which children on free school meals feel shut out or excluded from the school experience. All these are covered in detail in our report Race, Poverty and School Exclusions https://londonchallengepovertyweek.org.uk/wp-content/uploads/2020/10/RacePovertyandSchoolExclusions_FV-1.pdf

We pull out various examples of good practice to address this such as:

CapeMentors was founded by Hussein Hussein as a result of a school system that in his view, does not cater for the needs of low income, vulnerable and disadvantaged children. In response this project provides an award winning educational mentoring support service for children disengaged with school, delivering high quality, trauma informed, bespoke support for young people and their families that enables a return to full time education. <https://www.capementors.com/>

Child Poverty Action Group & GLA Tackling Child Poverty: A guide for schools This guide brings together learnings from research with schools in London and provides key practical support for those schools thinking about how they might tackle child poverty in their schools, or thinking about what more they can do and how to strengthen their approach. www.cpag.org.uk/policy-and-campaigns/tackling-child-poverty-guide-schools

Disrupting Exploitation Programme This Children's Society programme works with children who are vulnerable to, or are victims of Child Criminal Exploitation (CCE) across London, Manchester and Birmingham. The programme supports a number of children who have been, or are at risk of, school exclusion. Following a recommendation from their participation group, they are developing and testing an 'explanation box' to encourage greater discussion and understanding between teachers and young people. <https://www.childrenssociety.org.uk/what-we-do/helping-children/disrupting-exploitation>

Football Beyond Borders (FBB) FBB is a charity working with schools across London, Essex and Greater Manchester. They support young people from disadvantaged backgrounds who are passionate about football but disengaged at school in order to help them finish school with the skills and grades to make a successful transition into adulthood. They provide long-term, intensive support, built around relationships and young people's passions, in the classroom and beyond. 2018/19 impact figures show that 95% of participants who were at risk of exclusion at the start of the year finished the year still in school and 72% of participants improved their behaviour in school. www.footballbeyondborders.org

No More Exclusions No More Exclusions is an abolitionist grassroots coalition movement in education. Their mission is to bring about an end to the persistent race-disparities in school exclusions in the next five years and to affect change at legal, policy, practice and cultural level in education and society as a whole over the next ten years. They work to democratise knowledge and raise critical consciousness in education; campaign at local and national level on policy and law change; and enable young people to lead their own campaigns, to be heard and to steer the direction of the work both within NME and outside of it. They signpost sources of advice and advocacy for those affected and work in close partnerships with many sister organisations, groups,

activists and campaigners including community, third sector, parent and youth groups. They are working with others in the coalition on developing anti-racist initial teacher training and curriculum principles. www.nomoreexclusions.com

Nurturing London The charity nurtureuk is working with the London Violence Reduction Unit (VRU) to create more inclusive schools across London, reduce pupil exclusions, and support young people to thrive. They will support 30 schools across 15 boroughs to build strategies to meet the needs of their pupils. This programme draws on the success of Glasgow, where a similar approach helped to reduce exclusions by 87% over 10 years. www.nurtureuk.org

Stepping Stones The Stepping Stones programme aims to support vulnerable young people in their transition from primary to secondary school. It was designed and piloted by teachers from three London secondary schools, in collaboration with Gangs Unite and the GLA. The evaluation demonstrates that the programme activities can have a substantial positive impact on the attainment, behaviour and attendance of vulnerable young people in their first year at secondary school. Students were less likely to receive an internal or external exclusion. A toolkit of resources is available for other schools. www.london.gov.uk/what-we-do/education-and-youth/school-schemes/stepping-stones-2018/aboutstepping-stones

Institutional racism and poverty are huge, complex societal challenges. It is important to note that implementing wider reform on these ingrained issues will also help to tackle the disparities in school exclusions.

In our report we focus on a small number of recommendations for action that relate to our work and that directly address the challenges outlined in this briefing.

- The Department for Education should commit to the urgent implementation of a strategy, developed in consultation with relevant stakeholders and children and young people to address and eliminate disproportionality on the basis of race and poverty in school exclusions.

The Department for Education should also:

- Ensure that the revised statutory guidance includes protections for those who have experienced racism in school whose behaviour is impacted as a result, and to ensure that decision makers are required to consider the biases of themselves and their staff in considering behaviour and reaching a decision on whether to exclude.
- Ensure schools are sufficiently resourced to meet the diverse needs of their pupils, including access to specialist support for children and young people. Schools should be supported to have an inclusive ethos and to move away from a punitive approach to behavioural issues, where they are related to unmet needs.
- Increase cross-government understanding of the impact of poverty on children's educational attainment, and work with other government departments and stakeholders to address levels of child poverty and its impact on a school day.
- Introduce an appeal stage review body with the power to bind a school to their decision in situations where the exclusion is found to be unlawful.
- Commit to exploring whether the First Tier Tribunal would be a more suitable venue for race discrimination cases.
- Take steps to ensure that teaching staff are more diverse and representative of the communities they work with, particularly in senior leadership roles.

- Ofsted should hold schools accountable for disparities in school exclusions between different groups of children, including in relation to poverty and race.
- The Department for Education and Ofsted should work with providers of Initial Teacher Training to ensure that all teachers of the future are well-equipped with the knowledge and skills to support children from all backgrounds.
- Schools should ensure that all existing teachers have a robust understanding of the causes of structural racism and poverty, and the impact on children's lives and behaviour.
- All London local authorities, as local leaders and champions for vulnerable children in their area, should convene forums with schools (including academies and multi-academy trusts) and other partners, to review trends in disparities and share effective practice.
- The government should create a School Inclusion Fund, to enable local authorities, schools and the voluntary sector to establish partnerships in their communities. Addressing these disparities cannot be done for free.

With regard to further education, we'd recommend learning from the approaches of the Amos Bursary <https://www.amosbursary.org.uk/> and <https://www.bramptonmanor.org/Our-Ethos/>

Question 4. How should the school curriculum adapt in response to the ethnic diversity of the country?

As noted in our above report, having a representative curriculum is really important. It has long been known that Black children achieve better with a relevant and inclusive curriculum, which recognises and acknowledges them. Many organisations have outlined the importance of teaching a more diverse curriculum and the potential it has to improve young people's sense of identity and social cohesion. However, the National Curriculum is limited in providing Black British History and pupils are not consistently taught it. It was recently reported that in 2019 only 11 per cent of GCSE students studied modules that referred to the presence of Black people in British history.

For more info see:

- Department for Children, Schools and Families (2010). [Making an impact on Black children's achievement: Examples of good practice from the Black Children's Achievement Programme](#)
- The Black Curriculum (2020). [Black British History in the National Curriculum Report](#)
- Institute of Race Relations (2020) [How Black Working Class Youths are Criminalised and Excluded in the English School System](#)

Recognising languages that communities who are represented in the school have; integrating and using those languages within the school can have a marked difference. An example of good practice we've seen is from [Barnet Safeguarding Family Partnerships](#) about engaging parents in the running of the school through volunteering / assisting to contribute to expanding the curriculum and that this changes the relationship with teachers and parents.

Other examples of good practice include:

Black Learning Achievement and Mental Health - BLAM is a not-for-profit organisation in London that provides free advocacy at school exclusions hearings, with legal advisers who are committed to understanding the African and Afro-Caribbean community and experience. Through their Grounded and Rooted projects, they also work with schools to ensure the curriculum is more diverse and directly provide history lessons directly to 7-10 year-olds in the summer. www.blamuk.org

The Black Curriculum is a social enterprise that works aims to deliver black British history all across the UK. <https://theblackcurriculum.com/>

Question 5. How can the ways young people (in particular those aged 16 to 24 years) find out about and access education, training and employment opportunities be improved?

We covered some of the background to this in our '[On the Edge](#)' report published with Young Women's Trust in October. In it we acknowledge that since 2010, the cumulative impact of welfare and tax reforms have had the worst effect on young people, Black and Asian women and women from minority ethnic groups, lone parents and those with disabilities. At the time of writing, we are not aware that any support measures have been announced for these groups in response to the additional challenges presented by the pandemic, beyond the Kickstart Scheme for young people aged 16-24.

The lack of affordable childcare in the capital, combined with inflexible working patterns, provides additional barriers to young mums looking to progress their careers

To improve young women's access to paid employment, we call for:

- A coordinated reskilling programme to support young women in London to build sustainable careers, focusing on those not covered by the Kickstart Scheme and sectors where job losses are high, such as hospitality and retail. Current vacancies in London are concentrated in high skilled sectors such as IT, teaching, accounting, finance and healthcare. Given the mismatch between sectors showing job losses and vacancies, there is a pressing need for effective reskilling programmes to help our residents face the challenging post-lockdown economy.
- Measures to ensure the Kickstart Scheme targets those most in need of support and those facing multiple disadvantages, such as young people who have experienced longer-term unemployed or insecure work
- Success measures for Work Coaches to include long-term outcome indicators such as improved employment outcomes, or reduction of homelessness, rather than target numbers in jobs. We need a clear and updated vision of employment support provided by Work Coaches, in which young people are treated respectfully, up-skilled and provided with realistic, long-term career goals and aspirations.
- An end to sanctions for people who are unemployed
- Delivery of the recommendations from the Youth Employment Group to secure a place for young people in the nation's economic recovery: <https://impetus.org.uk/youth-employment-group>

Question 6. Which inequalities in health outcomes of people in different racial and ethnic groups are not (wholly) explained by inequalities in underlying determinants of health (for example, education, occupation or income)?

Maternal Health inequalities - Maternal deaths amongst Black African women in the UK are five times higher than for White women. Non-white ethnicity is also associated with increased stillbirth and neonatal death.

Evidence on this can be found via BirthRights <https://www.birthrights.org.uk/campaigns-research/severe-disadvantage/> and via Five X More who reference this report on their website,

Lessons learned to inform maternity care from the UK and Ireland Confidential Enquiries into Maternal Deaths and Morbidity 2014–16; <https://www.npeu.ox.ac.uk/downloads/files/mbrrace-uk/reports/MBRRACE-UK%20Maternal%20Report%202018%20-%20Web%20Version.pdf>

Five X More are working with the Royal College of Obstetricians and Gynaecologists (RCOG) to eradicate maternal health disparities in the UK. Currently, Black, Asian and minority ethnic pregnant women are more likely to have worse experiences in the maternity care setting, or even die during pregnancy and childbirth, when compared to white women.

Women who have no recourse to public funds as well as those whose asylum claim and appeals have been rejected ('failed asylum seekers'), trafficked women and undocumented migrants all maybe especially vulnerable. These women are at particular risk of poor maternal and child health. Many women do not have the right to work or to receive state benefits. Many are destitute and dependent on churches and charities to survive. Others are at risk of destitution if they leave an abusive relationship. Recommendations for addressing some parts of this can be found in Maternity Action research: <https://maternityaction.org.uk/wp-content/uploads/WhatPriceSafeMotherhoodFINAL.October.pdf> and <https://maternityaction.org.uk/wp-content/uploads/VAWG-report-November-2019.pdf>

Maternal Mental Health inequalities, particularly in parents over the last year are set out in the Babies in Lockdown report by Best Beginnings, Home Start UK and Parent Infant Foundation <https://babiesinlockdown.files.wordpress.com/2020/08/babies-in-lockdown-main-report-final-version-1.pdf>

Racial disparities in mental health: Literature and evidence review by Race Equality Foundation covers tremendous ground in the disparities of mental health between ethnicities, as well as within the treatment and recovery. Race Equality Foundation also set out actions that can be taken in their report; <https://raceequalityfoundation.org.uk/wp-content/uploads/2020/03/mental-health-report-v5-2.pdf> This report also covers the disadvantages faced by LGBT+ people from ethnic minorities. Unfortunately they can experience severe homophobia, transphobia or hostility in their home communities, leaving them excluded even within their communities.

Question 7. How could inequalities in the health outcomes of people in different ethnic groups be addressed by government, public bodies, the private sector, and communities?

For addressing children and young people's mental health a good practice example is Growing Minds project run by Family Action which aims to improve children and young people's emotional health and wellbeing in City and Hackney. The project supports children and young people aged 9 – 25 of African, Caribbean and mixed heritage. <https://www.family-action.org.uk/what-we-do/children-families/growing-minds>

In terms of addressing disproportionate maternal deaths Five X More have developed five actions for healthcare professionals to adopt that will help drive change, change attitudes and put an end to these devastating inequalities. <https://www.fivexmore.com/healthcare-professionals> and Birthrights have developed an Action Plan together with NHS England, the Royal College of Midwives, the Royal College of Obstetrician and Gynaecologists, and experts from across maternity care, family support services, local government, housing, and the voluntary and community sector to ensure the human rights of women facing disadvantage are upheld during pregnancy, birth and early motherhood. <https://www.birthrights.org.uk/wp-content/uploads/2019/07/Holding-it-all-together-Full-report-FINAL.pdf>

Question 8. What could be done to enhance community relations and perceptions of the police?

“Representation alone cannot fix larger societal issues when it comes to racism. But when deployed appropriately, it can provide reassurance and support to communities of colour.”
Dominique Walker, Lecturer in Police Studies, Liverpool John Moores University

Work needs to happen to stop the widening racial disparity in stop and searches and boost the levels of confidence that all our communities have in the police.

- <https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/policing/stop-and-search/latest>
- <https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/policing/confidence-in-the-local-police/latest#by-ethnicity-over-time>

Our members of our child poverty network have spoken to us of the value of Youth Outreach work, and noted how much many local authorities have had to cut the staff available to do this work. Shpresa Programme spoke of a listening campaign they ran where young people notes that they want people who are visible, and can lead sports in parks and build trust over time.

Police need to work with the community, to show that they are looking out for the children in their community too. Not just seen to be persecuting them via stop and search, perhaps through promoting [contextual safeguarding](#), as all local community bodies have a role to play in supporting community relations and keeping our children safe. [Young Brent Foundation](#) is doing some great work around contextual safeguarding and detached youth work, especially since covid and lockdown, in our members consultation they spoke of supermarkets who had sectioned off bits of car parks for young people to play safely in as they knew they had to play their part in keeping young people safe.

Question 10. Can you suggest other ways in which racial and ethnic disparities in the UK could be addressed? In particular, is there evidence of where specific initiatives or interventions have resulted in positive outcomes? Are there any measures which have been counterproductive and why?

The discourse and Government messaging on Asylum Seekers and Refugees has been very counterproductive to tackling racial disparities and has caused an increase in hate crime, and fear. <https://www.independent.co.uk/news/uk/home-news/asylum-seekers-uk-hiding-identities-avoid-discrimination-a7666491.html>

Some ideas for tackling the Islamophobia are covered in this report from TellMama <https://tellmamauk.org/islamophobia-and-anti-muslim-hatred-in-north-east-england-2/>

Good practice at encouraging positive responses to refugees can be found in [The Separated Child Foundation](#) which runs a number of projects aimed at providing emotional, social, financial and physical support to separated children and young people in Britain up to the age of 21.

ENDS

If you have any questions or comments please contact
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