

Response to *The Parent and Pupil Guarantees*

1. Introduction

1.1 About ROTA

Race on the Agenda (ROTA) is one of Britain's leading social policy think-tanks focusing on issues that affect Black, Asian and minority ethnic (BAME) communities. Originally set up in 1984, ROTA aims to increase the capacity of BAME organisations and strengthen the voice of BAME communities through increased civic engagement and participation in society.

ROTA's Articles of Association state that the charity is set up "to work towards the elimination of racial discrimination and to promote equality of opportunity, human rights and good relations between persons of different groups".

For historical and demographic reasons, our work prioritises London, but our activities and a number of our projects have national and international significance. To this end we work in close partnership with our membership and others interested in race equality, human rights and the promotion of good relations.

Our presence in London is enhanced by the regional network MiNet. **MiNet** is the London focused BAME network of networks, which joined ROTA in 2002 to strengthen the voice for London's BAME third sector in the development of regional policy.

Education has been one of ROTA's policy priorities for over twenty years as our members and those who have participated in our varied research projects have consistently identified it as a key area of concern for BAME communities over this period.

1.2 ROTA definition of BAME and approach to race equality

ROTA works on social policy issues that have an impact on race equality and BAME communities. ROTA's definition of 'race' encompasses all the protected characteristics under equality legislation including:

- Colour
- Nationality
- Ethnic or national origin.

We use the term BAME to refer to all groups who are discriminated against on the aforementioned grounds. This definition includes but is not exclusive to people of African,

Asian, Caribbean, European and Eastern European, Irish, Greek, Turkish, Jewish, Roma and South East Asian decent as well as refugees and asylum seekers.

1.4 Methodology for this response

This response is based on evidence from the following ROTA research projects and policy responses:

- ROTA's Female Voices in Violence (FVV) project, which is exploring the impact of serious youth and gang violence on BAME women and girls.¹
- ROTA's 2006 – 2009 youth-led research project, Building Bridges, which looked at serious group offending.²
- ROTA's 2009 consultation with London's BAME third sector, which identified education as one of the top five concerns of London's BAME communities. This consultation was undertaken to inform our policy priorities.
- ROTA's various work on education over the last two decades including our seminal book of 1999 '*Inclusive Schools, Inclusive Society. Race and identity on the agenda*', much of which remains relevant today.
- ROTA's literature review on race inequality within education.³

2. Executive summary

ROTA welcomes the introduction of the 'Parent and Pupil Guarantees'. In particular we welcome the increased emphasis on providing personalised and targeted support, which we believe has the potential to act as an effective tool against the educational inequalities faced by certain groups of BAME pupils. We are also pleased by the commitment made to supporting parents to engage in their children's education within and beyond the school. We are concerned by the limited reference to educational inequalities and racial inequality within the document. ROTA's consultation response outlines key educational inequalities faced by BAME groups and argues for the inclusion of a number of additional guarantees aimed at addressing them, which are listed below.

Schools must guarantee to:

1. Reduce the number of exclusions and referrals to behavioural management units. In doing this schools must address differential between exclusion rates for pupils of different ethnic backgrounds. In relation to behavioural management units, schools must put in place robust and transparent referral protocol and monitor referrals and outcomes by ethnicity. Schools must also ensure that alternative educational provision for those that have been excluded is of a high standard.
2. Develop strategies to deal with racial harassment, or include specific consideration of racial bullying within generic bullying strategies.
3. Address racial inequality and discrimination as a means of supporting certain BAME groups to raise their attainment levels.
4. Listen to pupils' viewpoints and try innovative methods to engage 'hard-to-reach' pupils.
5. Deliver an appropriate curriculum that meets the needs of all pupils and provides pupils with the skills needed to live in a harmonious and diverse society. Schools should work closely with BAME organisations in developing programmes to meet the cultural needs of their pupil population.
6. Ensure their workforce is reflective, at all levels, of their pupil and parent population.

7. Ensure their workforce receives adequate training and development opportunities in relation to race equality and diversity.
8. Ensure that pupils with English as an additional language are enabled to fulfil their educational potential.
9. Develop explicit and realistic expectations of parents' educational participation and provide support to enable parents to participate fully. In negotiating home school agreements, schools must consider the cultural and historical context of BAME parents and its impact on their relationship with the educational system.
10. Recognise the value of BAME third sector organisations, including supplementary schools and work in meaningful partnerships with them.
11. Undertake specific steps to listen effectively to student's that are disproportionately being impacted by under-attainment, school exclusions and so on.
12. Work in closer partnership with other public sector agencies relevant to out-of-school factors that affect racial educational disadvantage.

3. Full response

3.1 Overview

ROTA welcomes the introduction of the 'Parent and Pupil Guarantees'. In particular we welcome the increased emphasis on providing personalised and targeted support, which we believe has the potential to act as an effective tool against the educational inequalities faced by certain groups of BAME pupils. We are also pleased by the commitment made to supporting parents to engage in their children's education within and beyond the school. We are concerned by the limited reference to educational inequalities and racial inequality within the document. BAME pupils comprise 21% of the population of maintained primary schools and 17% of the population of secondary schools.⁴ Certain groups of BAME pupils continue to face a range of inequalities, particularly in relation to attainment, behavioural management, attitudes to school, parental involvement and special educational needs, which schools *must* guarantee to proactively address⁵. The limited and vague reference that is included in the draft 'Parent and Pupil Guarantees' document.

Many important programmes aimed at tackling these educational inequalities have been delivered at community, local and central government levels. These inequalities persists at least partly because the learning from these programmes has not been mainstreamed within more generic programmes, including the 'Parent and Pupil Guarantees' document. We urge government to take account of the learning from such programmes, many of which are referenced in this response, in the Parent and Pupil Guarantees.

In recent years, the debate about educational achievement has increasingly focused on the under-achievement of White male pupils from working class backgrounds, with comparisons made between them and Black Caribbean boys. Clearly the debate about educational inequalities needs to focus on the important impact of class differentials on educational outcome. The use of the term 'disadvantage' within this document, without similar attention to inequality and discrimination appears to indicate this document has been influenced by such debates. ROTA is concerned about the apparent conflation of disadvantage with inequality and discrimination. The reasons, for example, behind the similar attainment levels of working class White and Black Caribbean boys are very different, and need separate (but linked) consideration and responses. Tackling disadvantage alone is an ineffective response to the educational disadvantages faced by

certain BAME groups as it allows racism to go unchecked and, therefore, to continue to generate the disadvantage faced by certain BAME communities.

We also have some concerns about the risk that, in practice, without proper support for teachers, pupils and parents, the strengthened home school agreements could in practice be used to unfairly penalise BAME pupils and their parents for some of the disproportionate challenges they face in terms of education.

Our response, therefore, provides background to the educational inequalities faced by certain BAME groups, which should be included in some form in the final document, to raise the awareness of those who will be referring to it. Our response also includes a number of additional guarantees aimed at specifically addressing race inequalities in education, which we hope will be included in the final document.

We would like to remind DSCF that its statutory duty to take proactive steps to tackle racial discrimination, and promote equality of opportunity. Good race relations should not only be associated with a response to failure of one kind or another, but central to initiatives such as this.

1st Pupil Ambition: ‘Every pupil will go to a school where there is good behaviour, strong discipline, order and safety’

Exclusion

We agree it is very important that every pupil has the opportunity to learn in a safe, ordered environment. Certain BAME communities are often treated with prejudice and punished unfairly. Permanent and fixed exclusion rates among Gypsy, Traveller and Roma pupils are around four times the rate for all pupils, and similarly, the rates for Black Caribbean, Black Other, White and Black Caribbean and White and Black African pupils are significantly higher than average.⁶ Research has also shown that certain BAME groups tend to be excluded for offences that White pupils would not be excluded for.⁷ The consultation document acknowledges this disproportionality but only specifies that schools “*should*” address it. Given the considerable detrimental impact of exclusion on BAME pupils, this is not satisfactory and the final document should replace “*should*” with “*must*”.

Disadvantages caused by exclusion are exacerbated by the fact that the education provided through alternatives such as short stay schools are usually of poorer quality than mainstream provision. ROTA welcomes the intention of government’s ‘Back on Track’ programme⁸ to transform the quality of alternative educational provision. However, we are concerned that race equality issues have not figured prominently enough in that programme, particularly given these issues of disproportionality.

A growing number of schools are establishing internal units as part of their behavioural management strategies – behavioural management units – which are separated from the rest of the school. Researchers have recently reported that formal academic input in these units is often poor and they are often under-resourced and under-staffed.⁹ Furthermore, it has been reported that there is often a lack of clarity about referral procedures and, despite concerns about exclusions in relation to race inequality, data on ethnicity is not collated and readily available.

Attendance

Government research¹⁰ in 2006 found higher than average rates of unauthorised absence among White Other pupils, Black Other pupils, Black Caribbean boys and Bangladeshi boys than among White British boys. This research did not present data about the Gypsy, Traveller and Roma experience, but ROTA has collected anecdotal evidence that indicates that rates of unauthorised attendance among this group is also high.

The 2006 government research found that attitudes towards school vary widely across ethnic groups. It found that White British and Mixed Heritage pupils appear to have the least positive attitudes toward school, school work and lessons. While data was not included about Gypsy, Traveller and Roma children and young people, ROTA has collected anecdotal evidence to suggest pupils from this group are more likely to have negative attitudes towards school. In preparing this response, ROTA has not come across any research examining the reasons for low attendance rates or negative attitudes to school among these groups. However, particularly in relation to Mixed White and Black Caribbean, Black Caribbean and Gypsy, Traveller and Roma groups, it is likely that the unfair implementation of behavioural management strategies, persistent inequalities, the legacy of historically negative experiences of their communities and the subsequent attitudes of their parents is a significant factor. This was hinted at in ROTA's seminal 1999 report, which noted "schools and the education system are seen with profound mistrust, and there is a sense that being successful at school involves 'acting white', at the expense of losing one's core identity".

Racial harassment and violence

Racial harassment plays a large part in pupils' confidence and ability to perform well at school, yet schools are often unaware of the extent of its damage and do not deal with it effectively as a result¹¹. Anecdotal evidence we have gathered suggests it is particularly an issue for Asian, Muslim and Gypsy, Traveller and Roma pupils. Despite the significant detrimental impact it can have, racial harassment and violence is not considered within the consultation document.

Schools must guarantee to:

1. Reduce the number of exclusions and referrals to behavioural management units. In doing this schools must address differential between exclusion rates for pupils of different ethnic backgrounds. In relation to behavioural management units, schools must put in place robust and transparent referral protocol and monitor referrals and outcomes by ethnicity. Schools must also ensure that alternative educational provision for those that have been excluded is of a high standard. ROTA's book 'Inclusive Schools, Inclusive Society' includes sections of advice for schools about how to implement the above proposed guarantees that remain relevant today, which DCSF should take on board in finalising this consultation document.
2. Develop strategies to deal with racial harassment, or include specific consideration of racial bullying within generic bullying strategies.

3rd Pupil Ambition: "Every pupil will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where particular needs are spotted early and quickly addressed"

Attainment

There is great variation in the attainment levels of different ethnic groups, as the following facts demonstrate:

- Black, Pakistani, Bangladeshi and Mixed White and Black Caribbean and Gypsy, Roma and Traveller pupils consistently perform below the national average.¹²
- Gypsy, Traveller and Roma pupils, in particular, have extremely low attainment.¹³
- Controlling for prior attainment and other variables, Mixed White and Black Caribbean, Black Caribbean, Black Other, Pakistani, Gypsy, Traveller and Roma pupils make less progress at primary school than similar White British pupils.¹⁴
- Gypsy, Roma and Travellers and White and Black Caribbean pupils continue to make less progress at secondary school than similar White British pupils.¹⁵
- Whilst all ethnic groups are less likely to achieve the expected level in the teacher assessment than in the test in English at Key Stages 2 and 3, there are larger than average differences between English teacher assessment and test results for Asian and Black pupils and for pupils for whom English is an additional language.¹⁶

Such levels of attainment were highlighted as a key concern of the National Equality Panel in its recent report¹⁷, which stated.

“The deteriorating position through secondary school of low-income boys from White British and Black Caribbean backgrounds is a particular concern within this. The overall economic position of the Gypsy and Traveller community is clearly very poor in other respects (although the main data sources available to us do not allow precise assessment), but the low – and apparently deteriorating – educational achievement of children from Gypsy or Traveller families is very troubling.”

Schools must guarantee to:

3. Address racial inequality and discrimination as a means of supporting certain BAME groups to raise their attainment levels.

5th Pupil Ambition: “Every pupil will go to a school which promotes their health and wellbeing, where they have the chance to express their views, and where they and their family are welcomed and valued.”

Pupils’ view point

ROTA’s seminal 1999 report ‘Inclusive Schools, Inclusive Society’ highlighted the importance of listening to BAME pupils, particularly those facing difficulties, because they are often misunderstood. ‘Inclusive Schools, Inclusive Society’ said: “The norms of youth cultures (both black and white) are different in significant respects from the norms of schools” and suggested that schools have a responsibility to understand where certain of their pupils are coming from. It included a number of resources¹⁸ to enable schools, particularly those where the workforce does not reflect the pupil population, which DCSF should refer to in developing the ‘Parent and Pupil Guarantees’.

ROTA’s award-winning ‘Building Bridges Project’¹⁹, which explored serious youth violence in London, highlights the importance of ensuring children and young people inform solutions to the challenges they face. This youth-led project presented a series of recommendations for local and regional policy makers and service providers from the young participants for effective preventative solutions. The project also highlighted additional benefits to such youth-empowerment approaches, which enable young people to develop confidence and skills. We recommend DCSF encourage schools to consider

such approaches in seeking to gather pupils' viewpoints about how to respond to any issues that are impacting on them.²⁰

Schools must guarantee to:

4. Listen to pupils' viewpoints and try innovative methods to engage 'hard-to-reach' pupils.

2nd Pupil Ambition: "Every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and live"

4th Pupil Ambition: "Every pupil will go to a school where they take part in sporting and cultural activities"

Curriculum

Education is a critical tool in addressing racism, not only in being inclusive in the practice and operation of its institutions, but also by equipping children and young people with the sensitivity and skills required to succeed in diverse societies. Schools must be prepared to meet this need and to be able to demonstrate inclusion and equality in the content of the educational system as well as its processes. This should involve, not only adequate elements included within citizenship and PSHE programmes, but also that elements of black studies are mainstreamed through all subjects including maths, English and science. While the importance of developing an inclusive curriculum has been accepted by central government, the challenge has been to make sure commitments are put into practice.²¹ The Parent and Pupil Guarantees provide an opportunity to address this challenge, but in order to ensure this happens there is a need to include relevant information within the finalised document alongside more explicit guarantees.

Many BAME pupils have educational and cultural needs which are not currently being met within mainstream education. The BAME third sector including supplementary schools, currently play an important role in meeting some of these needs (further information about the BAME third sector is included towards the end of this response). The final version of the document should include further information about these needs and the potential role of the BAME third sector in supporting schools to meet them.

Workforce

Linked to the curriculum, there is also a need to ensure that the workforce in schools at all levels is reflective of the pupil and parent population. While important progress has been made with the proportion of BAME teachers (non white) now at 6 per cent, there is still further work to be done²² - Eight per cent of the educational workforce should be from BAME communities; the BAME workforce should reflect the diversity of the British BAME population; and BAME staff should be represented at all levels including at senior management levels and on governing bodies.

Additionally, there is a need to continue to develop the capacity of the educational workforce to meet the requirements of the race equality duty and to respond to rapidly changing demographics in many parts of the UK.

English as an additional language

Enlargement of the UK has meant that there are now around 700,000 pupils in the UK for whom English is not their first language; this accounts for about 10 per cent of the school

population. It is imperative that schools build in strategies for EAL (English as an additional language) children if they are to reach their full potential within the education system. Research has found that many teachers do not receive the training and support they need to enable them to support EAL pupils effectively. The result of this is that EAL students are often placed at levels which are below their capability and that the language support they receive does not meet their needs. Additionally, language support is often targeted at those who are beginning to learn English, with limited support available for those who have more advanced, but not fluent English ability, which inhibits their ability to perform effectively in other areas.²³

Schools must guarantee to:

5. Deliver an appropriate curriculum that meets the needs of all pupils and provides pupils with the skills needed to live in a harmonious and diverse society. Schools should work closely with BAME organisations in developing programmes to meet the cultural needs of their pupil population.
6. Ensure their workforce is reflective, at all levels, of their pupil and parent population.
7. Ensure their workforce receives adequate training and development opportunities in relation to race equality and diversity.
8. Ensure that pupils with English as an additional language are enabled to fulfil their educational potential.

Parent Guarantees

We are very pleased with the focus on supporting parents to engage in their children's education through the parent guarantees. BAME parents often face a range of barriers in engaging in their children's education and with schools. We have concerns that the document does not refer to these particular barriers or include anything that would encourage and enable schools to address them.

A 2005 study²⁴ about British Bangladeshi and Pakistani families provides examples of the types of specific barriers faced by certain BAME communities. This study found that schools' expectations of parents are often implicit, but without the requisite cultural capital Bangladeshi and Pakistani parents are often unaware of what was expected. It found that while schools often assume parents from these communities are un-interested in their children's education, the barriers are in fact largely located within the school and there is a need for schools to take major responsibility in reaching out to and supporting the engagement of these families.

As mentioned previously, other studies have identified historically negative relationships between certain BAME communities and schools as barriers to parental involvement. Such contextual factors should be outlined in the document, to help ensure schools are aware of them in seeking to engage with BAME parents and in negotiating fair home school agreements with them.

There is a need for schools to listen carefully to the viewpoints of BAME parents specifically, and to put in place measures to ensure this happens, in order to gain a deeper understanding of racial disadvantages within education. Additionally, schools must take specific steps to ensure BAME parents are represented in the school's generic decision-making processes and structures.

A number of BAME organisations have produced materials that aim to enable BAME parents to understand and engage with the education system that give an insight into the

types of barriers they face. The DCSF should consider these materials in developing the 'Parent and Pupil Guarantees'.²⁵

Schools must guarantee to:

9. Develop explicit and realistic expectations of parents' educational participation and provide support to enable parents to participate fully. In negotiating home school agreements, schools must consider the cultural and historical context of BAME parents and its impact on their relationship with the educational system.

Out-of-school factors

BAME pupils are sometimes disadvantaged by specific out-of-school factors, for example.²⁶

- BAME pupils are more likely to experience deprivation than White British pupils, especially Pakistani, Bangladeshi, Black African and Black Caribbean pupils;; 70% of Bangladeshi pupils and almost 60% of Pakistani and Black African pupils live in the 20% most deprived postcode areas compared to less than 20% of White British pupils.
- Pakistani and Bangladeshi pupils are more likely than other groups to live in households where the head of household has never worked or is long term unemployed.
- Black pupils are the groups most likely and Asian pupils the groups least likely, to live in lone parent households. Nearly 60% of Black Caribbean pupils live in lone parent households, compared to around a quarter of White British pupils and 12% of Indian pupils.
- Black Caribbean and Mixed White and Black Caribbean pupils are around one and a half times as likely to be identified as having behavioural, emotional and social difficulties compared to White British pupils.

These out-of-school factors, and schools roles in addressing them, should be considered in the final document in order to ensure equal educational outcomes for BAME children. We are pleased that the document considers external partners, for example health services, which schools should be working with to address out-of-school factors. We recommend that the BAME third sector are identified alongside these other partners. A number of studies²⁷ have found that the BAME third sector, including supplementary schools, play a critical role in combating race inequality within education, such as:

- playing an advocacy role where relationships and communication between BAME pupils and parents, and schools have broken down.
- providing alternative education to those whose educational needs are not entirely being met by mainstream education or to those who have been excluded
- supporting parents to understand and enable their children to get the best out of the education system
- supporting schools to better understand and respond to the specific educational needs of BAME pupils and engage with BAME parents.

A 2005 Joseph Rowntree Foundation which involved young African-Caribbean children who had gone on to achieve success despite having experienced exclusion, found that in many cases the role of the BAME third sector was critical to success. Yet, ROTA's work²⁸ with the BAME third sector indicates that there is limited partnership working between the

sector and schools, largely due to reluctance on the part of schools and capacity on the part of the BAME third sector.

Schools must guarantee to

10. Recognise the value of BAME third sector organisations, including supplementary schools and work in meaningful partnerships with them.
11. Undertake specific steps to listen effectively to student's that are disproportionately being impacted by under-attainment, school exclusions and so on.
12. Work in closer partnership with other public sector agencies relevant to out-of-school factors that affect racial educational disadvantage.

4. Conclusion

ROTA believes the 'Parent and Pupil Guarantees' have the potential to act as an effective tool in addressing the educational inequalities faced by certain groups of BAME pupils. The Guarantees and the document, however, need to be developed further, with equality considerations embedded throughout, if this is to happen. This response has provided a range of evidence, ideas and comments, which we hope will enable DCSF to develop the 'Parent and Pupil Guarantees' and the consultation document further in this respect.

Thank you

ROTA would like to thank all those who have taken part in our education policy work in particular Dragica Felija, Roma Support Group; Gerry German, Communities Empowerment Network; and Alba Arbelaez, Carila.

Notes

¹ More information about this project, including information about its latest research report, is available on ROTA's website at www.rota.org.uk.

² More information about this project is available on the projects pages of ROTA's website at www.rota.org.uk.

³ ROTA (2010) *Literature review to inform ROTA's policy priorities. Race inequality and education. Draft.*

⁴ Department for Education and Skills (2006) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5 - 16.*

⁵ Ibid.

⁶ Ibid.

⁷ ROTA's workshop at the 2008 *London Schools and the Black Children Conference.*

⁸ Department for Children, Schools and Families (2008) *Back on track: A strategy for modernising alternative provision for young people.*

⁹ Gillies, V (February 2010) *Behavioural Support Units: Excluded but Included?* Runnymede eConferences. Available at <http://www.runnymedetrust.org/events-conferences/econferences/econference/excluded-but-included.html>.

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- ¹⁰ Department for Education and Skills (2006) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5 - 16*.
- ¹¹ Amin, K. et. al. (1997) *Black and Ethnic Minority Young People and Educational Disadvantage*. The Runnymede Trust.
- ¹² Department for Education and Skills (2006) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5 - 16*.
- ¹³ Ibid.
- ¹⁴ Ibid.
- ¹⁵ Ibid.
- ¹⁶ Ibid.
- ¹⁷ The National Equality Panel (2010) *The Anatomy of Economic Inequality. Report of the National Equality Panel*. Government Equality Office.
- ¹⁸ See page 80. Please contact Barbara Nea at ROTA on 020 7901 1177 or barbara@rota.org.uk for a hard copy of 'Richardson, R. and Wood, A. (1999) *Inclusive schools, Inclusive Society. Race and identity on the agenda*. ROTA.'
- ¹⁹ More information about this project is available on the projects pages of ROTA's website at http://www.rota.org.uk/pages/FVV_BBP.aspx.
- ²⁰ To find out more about ROTA's Building Bridges Project please visit the project pages of our website at www.rota.org.uk.
- ²¹ Commission for Racial Equality (2007) *A lot done, a lot to do. Our vision for an integrated Britain*.
- ²² Department for Children, Schools and Families (January 2009) *School Workforce in England (including Local Authority level figures)*.
- ²³ Roberts, C. (2005) *English as an additional language*.
- ²⁴ Crozier, G., Davies, J., University of Sunderland (2005) *British Bangladeshi and Pakistani Families and Education Involvement: Barriers and Possibilities*; Crozier, G., University of Sunderland (2007) *Parental Involvement in Education amongst Pakistani and Bangladeshi Family in North East England*.
- ²⁵ The Action for Social Integration (AFSI) are currently researching black parents' understanding of the British Education System and will produce a guide for black parents. To find out more about AFSI please visit <http://www.afsi.org.uk/>; BTEG have produced a guide for BAME parents on race equality and schools which is available at: <http://www.bteq.co.uk/docs/RACE%20EQUALITY%20%20SCHOOLS%20A%20GUIDE%20FOR%20PARENTS%20%20CARERS.pdf>; The Runnymede Trust's web-tool 'Tell me what I need to know' aims to support BAME parents to navigate the education system more confidently and effectively. This was produced in response to previous research which identified a range of barriers to involvement that parents experienced, in particular 'areas of misunderstanding, mistrust, sensitivity and lack of communication'. It is available at <http://tmwintk.realhistories.org.uk/>.
- ²⁶ Department for Education and Skills (2006) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5 - 16*.
- ²⁷ Demie, F. et al. (2008) *Raising achievement of Somali pupils. Good practice in London schools*. BTEG; (Channer, 1995; Wright et al (2005) *School exclusion and transition into adulthood in African-Caribbea communities*. Joseph Rowntree Foundation.

²⁸ See for example 'ROTA (2010) *Female Voice in Violence: A study into the impact of serious youth and gang violence on women and girls*' and 'ROTA (2008) *Building Bridges Final Project report*.'