

**Disproportionate Exclusion Rates of
Black Caribbean Students in English Schools:
*An Analysis of Contributing Factors,
Consequences, and Potential Interventions***

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2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of MA-EQD Equity and Diversity in Society

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3. This dissertation is the result of my own independent work/investigation, except where otherwise stated.

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ABSTRACT

This dissertation examines the disproportionate high rates of school exclusion among Black Caribbean students in England through a detailed literature review. It aims to identify and analyse the key factors contributing to this issue, including institutional racism, unconscious bias, lack of cultural awareness and representation in the curriculum and teaching workforce, (Harrison-Bernard et al, 2020. Effland et al, 2020. Miller, 2019.) and the socioeconomic challenges. The review synthesises research from leading scholars, government reports, and statistical data to provide a holistic understanding of the problem. The findings highlight the systemic nature of the issues facing Black Caribbean students (Demie, 2022. Wallace and Joseph-Salisbury 2022). Institutional racism is identified as a historical and current key factor, (Stevens, 2007. Cole, 2004. Hargreaves, 2011) manifested in discriminatory policies, disproportionate disciplinary practices, and a lack of diversity in curriculum and leadership (Miller, et al, 2019). Unconscious bias among teachers is also found to significantly impact pupil experiences and outcomes, (Peterson, 2016. Campbell, 2015) with stereotyping and lower expectations leading to higher rates of exclusion and poor achievement levels for Black Caribbean pupils. (Demie, 2021. Strand, 2012) The review also notes the intersectionality of race, class, and educational inequality, with Black Caribbean students. The consequences of exclusion can be severe and widespread, (Scott et al, 2001. Ainscow et al, 2006) including lower academic achievement, increased risk of involvement in the criminal justice system, reduced social mobility, and negative impacts on mental health and wellbeing. (Demie and McLean, 2017). The review underscores the urgent need for proactive, systemic changes to address these inequalities. The results of the review found that systemic and institutional racism, unconscious bias among teachers, and a lack of representation in positions of influence and power are key factors contributing to the disproportionate exclusion of Black Caribbean students. Discriminatory policies and practices, cultural biases, and an absence of robust support strategies create educational environments that disadvantage and isolate students of Black Caribbean backgrounds. The consequences of exclusion were shown to be severe, including reduced academic achievement, increased involvement with the criminal justice system, limited social mobility, and negative impacts on mental health and wellbeing. This dissertation highlights the need for systemic changes to address the disproportionate exclusion of Black Caribbean students in England.*

ACRONYMS

APLP (Athrofa Professional Learning Partnership)

ARSA (Anti-Racist School Award)

BAME (Black, Asian, and Minority Ethnic)

BLM (Black Lives Matter)

BME (Black and Minority Ethnic)

DfE (Department for Education)

DPA (Data Protection Act)

EAL (English as an Additional Language)

EBacc (English Baccalaureate)

GCSE (General Certificate of Secondary Education)

GDPR (General Data Protection Regulation)

LEA (Local Education Authority)

NEET (Not in Education, Employment, or Training)

Ofsted (Office for Standards in Education, Children's Services and Skills)

ONS (Office for National Statistics)

PRU (Pupil Referral Unit)

PSHE (Personal, Social, Health and Economic Education)

RISL (Racial Inclusivity in School Leadership)

SEN (Special Educational Needs)

STEM (Science, Technology, Engineering, and Mathematics)

UK (United Kingdom)

US (United States)

1. INTRODUCTION

The aim of this dissertation is to explore and answer the question of ‘What are the methodological strengths and limitations of existing research investigating the experiences of Black Caribbean pupils and school exclusion in England, and how do these considerations influence our understanding of the complex factors contributing to their disproportionate rates of exclusion’. In recognising education's key role in shaping individuals' futures and societal progress, this dissertation aims to explore the methodological strengths and limitations of existing research investigating the experiences of Black Caribbean pupils and school exclusion in England, thereby shedding light on the complex factors influencing their disproportionate rates of exclusion.

Education is often seen as the cornerstone of social mobility and personal development, embodying the potential to empower individuals with the skills and knowledge essential for navigating the challenges of the modern world. (Mok, 2016; Smith, 2015; Reay, 2018.) In his 1996 speech, Tony Blair underscored the pivotal role of education in government by declaring it to be the three highest priorities: 'education, education, education.' (Blair,1996). Despite the recognition of its paramount importance, the educational landscape still remains far from being uniformly equitable (Gillborn,1997. Gazeley and Dunne,2013. Richardson, 2015). Certain demographic groups, including Black Caribbean and Mixed White and Black Caribbean students in England, encounter disproportionately high rates of exclusion and systemic challenges within the educational system. (Demie, 2021. Strand, 2012. Wallace, 2023). This divergence between the proclaimed significance of education and the persistent disparities experienced by specific communities underscores the need for an exploration of the factors influencing exclusion rates among Black Caribbean students.

In the academic year covering 2020 to 2021, Black Caribbean and Mixed White and Black Caribbean students exhibited the highest rates of permanent exclusion, standing at 0.08% and 0.12%, respectively. (GOV.UK, 2023) The Gypsy Roma ethnic group reported an even higher percentage of permanent exclusions at 0.18%. However, it is important to acknowledge that the statistical significance of this particular group's exclusion rate is compromised due to the relatively small number of students involved, making it challenging to derive specific judgments from the quantitative data. Looking further into the statistics within state secondary schools, a marked escalation in exclusion rates becomes apparent. Within this subset, the permanent exclusion rate rises to 0.16% for Black Caribbean students and even higher to 0.26% for those of Mixed White and Black Caribbean heritage. (GOV.UK, 2023). This raises the significance of considering the school setting when analysing exclusion trends, revealing a pronounced disparity that warrants closer examination and targeted intervention strategies.

The primary aim of this research is to identify and analyse the common factors contributing to the disproportionate high exclusion rates of Black Caribbean students in England. This involves an examination of institutional, social, economic, and racial factors that collectively contribute to the experiences of this demographic within the educational system. (Phillips, 2011; Troyna and Williams, 2012). Racial discrimination and biases, as highlighted by Gillborn (2008), play a significant role in shaping the educational experiences of Black Caribbean students, ultimately influencing the higher rates of exclusion they face.

This dissertation will also explore the intersectionality of race, class, and educational inequality, recognising that societal perceptions and crucially teachers' expectations impact the educational journeys of Black Caribbean students (Vincent and Ball, 2007). Gillborn and Youdell's (2000) exploration of policy and practice aspects of educational inequality will also provide critical insights into the broader context. In the context of educational inequality and

the achievement gap, the dissertation will also focus to the experiences of Black Caribbean students moving into higher education, contributing to an enhanced understanding of the systemic challenges that impact their journey through the entire educational system (Rollock, 2012; Archer and Leathwood, 2005; Hamilton, 2018). The dissertation aims to offer a comprehensive examination of the consequences of exclusion on Black Caribbean students in England, with particular emphasis on its impact on social mobility and outcomes, especially for Black Caribbean men. By analysing the available literature, this research seeks to draw meaningful conclusions and enhance our understanding of the complex factors that underpin the disproportionate high exclusion rates among Black Caribbean students in England. The references cited throughout this dissertation aims to represent a diverse collection of scholarly work that will inform the synthesis and evaluation of existing research, contributing to a more complex understanding of the challenges faced by Black Caribbean students within the educational landscape of England.

The literature review demonstrates that there is systemic and institutional racism which play a role in the disproportionate exclusion rates. In addition, unconscious bias among educators, and a lack of representation in positions of influence are key factors contributing to these disproportionately high exclusion rates of Black Caribbean students in England. The research highlights the consequences of exclusion for these students, including lower academic achievement, the potential for increased involvement with the criminal justice system, limited social and economic mobility, and negative impacts on health and wellbeing.

2. LITERATURE REVIEW

2.1. Introduction

This dissertation will explore some of the key factors contributing to the disproportionate high rates of school exclusion among Black Caribbean students in England. It will draw upon existing research, including government statistics and research papers, to examine how institutional racism, unconscious bias, lack of cultural awareness, and consequences of exclusion intersect to create disparities in educational experiences and long-term outcomes for this demographic. It will also look at the historical context that has had an impact on the current statistics and disparities. Government data will provide a foundation for understanding the scale of the issue. The ‘Permanent exclusions and suspensions in England 2020 to 2021, (GOV.UK, 2021) and ‘Autumn term 2022/23. Suspensions and permanent exclusions in England’ (GOV.UK, 2023) reports reveal that Black Caribbean pupils have one of the highest permanent exclusion rates among all ethnic groups. This dissertation will interrogate these official statistics to identify patterns and trends in exclusion rates over time.

A key focus will be the work of Femi Demie, an expert in the field who has conducted extensive research on the overrepresentation of Black Caribbean pupils in school exclusions. Demie's 2021 paper ‘The experience of Black Caribbean students in school exclusion in England’ provides critical insights, attributing high exclusion rates to factors such as teachers' low expectations, marginalisation, institutional racism, and lack of diversity in the school workforce (Miller, et al, 2019) His research emphasises the need to address these systemic issues.

Gillborn's concept of institutional racism in education will be a central theme, examining how policies and practices perpetuate racial inequalities, often without the explicit intent of individuals (Gillborn, 2002). This review will analyse how curriculum design, pedagogy, and

lack of diverse representation among the teacher population can foster a learning environment that disadvantages and disengages Black Caribbean students (Demie and McLean, 2017; Byrne *et al.*, 2020). The role of unconscious bias and lack of cultural awareness among teachers will be another key topic. Studies have shown that teachers' implicit biases can influence academic expectations and disciplinary practices for different ethnic groups (Demie, 2021. Downey and Pribesh, 2004.). The dissertation will discuss strategies for promoting cultural awareness and mitigating unconscious bias, such as those proposed by Benson and Fiarman (2020) and Stewart-Hall et al (2023) will be discussed as potential interventions.

A section of the dissertation will move beyond the school environment, and also consider the long-term consequences of exclusion on Black Caribbean students when it comes to social mobility and outcomes. Research by Demie and McLean (2017) Sparkes, (1999), and, Banerjee, (2016), highlight how exclusion can lead to academic underachievement, limiting future educational and career prospects. The overrepresentation of excluded Black Caribbean youth, particularly boys, in the criminal justice system (Graham et al., 2019. Robertson and Wainwright, 2020), will be another area of focus. These findings will be contextualised with government reports, such as the 'Ethnicity and Criminal justice system 2020' (GOV.UK), which provides data on the disproportionate impact of persistent absence and exclusion on Black Caribbean communities.

Throughout the review, the intersectionality of race, class, and educational inequality will be a recurrent theme, drawing upon the work of scholars such as Gillborn and Youdell (2000) and Strand (2012). Their research provides a foundation for understanding the interplay of factors that can shape the experiences of Black Caribbean students in England. By combining the findings of Demie, other experts, and government publications, this literature review aims to present a broad picture of the disproportionate exclusion rates among Black Caribbean pupils.

The goal is to illuminate the systemic challenges they face and explore potential strategies and recommendations for creating a more equitable and inclusive educational landscape in England.

2.2. Historical Context of Exclusion

The subject of exclusion among Black Caribbean students in the England has deep historical roots, that reflect a multifaceted interplay of socio-economic, cultural, negative stereotyping and institutional factors. (Carvalho Gomes, 2023; Wallace and Joseph-Salisbury, 2022). Over the years, the educational environment in the England has been marked by disparities in academic achievement and disciplinary measures, such as suspensions and exclusions, with Black Caribbean students experiencing higher rates compared to their peers of other ethnicities (Graham et al, 2019. Strand and Fletcher, 2014). Exclusions from state educational institutions have been increasing since the early 1990s according to Sparkes (1999). Studies continue to show that Black and minority ethnic students face exclusion, both temporary and permanent, at higher rates than their White British peers (Gillborn and Demack, 2018). This phenomenon raises questions about the factors contributing to the disproportionate representation of Black Caribbean students in exclusion statistics, as well as the long-lasting implications for their educational and socio-economic trajectories, (Graham et.al 2019. Strand and Fletcher, 2014), which will be examined within this research.

Historically, the post-war migration flow that brought a significant number of Afro-Caribbean individuals to the UK in the mid-20th century laid the groundwork for the formation of diverse communities, particularly in cities such as Birmingham, Leicester, and London (Perry, 2015. Hall, and Finlay, 2017). These communities faced challenges in establishing themselves within a predominantly white society, leading to issues of marginalisation, discrimination, and unequal access to housing, resources, and opportunities (Connell-Hall, 2008. Palmer,1990.

Campbell, and McLean, 2002). The children of these first-generation migrants who were sent to predominately white schools in the 1950's and 60's experienced an education system that was not equipped or prepared to meet their needs. For example, the experiences of African Caribbean children in Leicester schools from 1960-74 were shaped by the response of the Local Education Authority (LEA) to their presence. The LEA grouped Black and Asian children together under the racialised category of "immigrant" and viewed them as a problem, focusing on keeping their numbers low in each school (Chessum, 1997. Archer and Francis, 2006). Parents of white children also expressed concern that immigrant children from other countries would have a detrimental effect on the education of their children and 'hold them back' (Esteves 2019).

Many immigrant children were denied school places for months, even when there was ample room, as the LEA aimed to keep their proportion at 15-30% in each school (BBC, 2017). The government's dispersal policy also known as 'bussing' where children of Asian, African, and Caribbean decent were 'bussed' out of their local area to be schooled away from where they lived in an effort to help them integrated into British society and British traditions (BBC, 2017); were followed, resulting in the movement of immigrant children to different schools based on concerns about numbers and assimilation rather than meeting the children's needs. Indeed, the primary goal as stated was to assimilate Black children into British culture and values, with little regard for their own cultural identities (Kirp,1979). The education system viewed Black children, particularly their language and culture, as issues that needed to be corrected (Grosvenor, 2006). In the 1970s, a shift towards multicultural education emerged, seemingly acknowledging the importance of cultural diversity. However, the underlying objective remained the same, that of, assimilation into British culture on terms dictated by white policymakers. Ultimately, the values and assumptions of the majority culture were maintained, and black communities were expected to accept and adapt to the British way of life (Grosvenor,

2006). By the 1970s, parents of the children being ‘bussed’ began to object to the policy as they recognised the detrimental effects of the policy on their children and started to voice their opposition (BBC, 2017). Eventually, the bussing policy failed to achieve its stated goal of promoting integration among children from different racial and ethnic backgrounds (Kirp,1979). Instead, it had the opposite effect, furthering segregation, and alienation. The subsequent generations, including Black Caribbean students in schools, have wrestled with the legacies of these historical policies and challenges, influencing their experiences within the education system to this day (Wallace and Joseph-Salisbury, 2022). Moreover, systemic issues within the education system, such as biased disciplinary practices, a lack of cultural responsiveness, and the absence of targeted support strategies, have further contributed to the exclusion of Black Caribbean students (Demie, 2021; Graham *et al* 2019; Wallace, and Joseph-Salisbury, 2022).

The Swann Report, (1985) titled ‘Education for All’, was a study published in 1985 that investigated the educational experiences and outcomes of ethnic minority students in England. The report highlighted the persistent underachievement of ethnic minority students, particularly those from Caribbean origin, and acknowledged the existence of racism and discrimination within the education system and society at large. The Swann Report advocated for a multicultural approach to education, emphasising the need for schools to recognise and value the diverse cultural backgrounds of their students. It recommended that the curriculum should reflect the multicultural nature of British society and promote understanding and respect for different cultures. The report also recognised the importance of language support for ethnic minority students and recommended that schools provide appropriate resources to help these students develop their language skills. It has been argued that the Swann report saw multicultural education as a tool to prevent potential division as a result of the growing diversity from migration into the UK, using multicultural education as the ‘cement’ to hold society

together. The suggestion is that the Swann report was more a political document than an educational one (Shaw, 1988.; Modood and May, 2001). The Swann Report was at the time a significant investigation into the state of multicultural education in the United Kingdom (Shaw, 1988). While it predated The Macpherson Report (1999) by over a decade, both reports addressed the issue of institutional racism within public institutions, including the education system.

The Macpherson Report (1999), also known as the Stephen Lawrence Inquiry, was published 14 years later in 1999 and primarily focused on the institutional racism within the police force in the United Kingdom. However, the report does also touch on issues of racism in other public institutions, including education. The report acknowledged that racism, both overt and covert, existed in schools and affected the educational experiences and outcomes of ethnic minority students. The Macpherson Report emphasised the need for schools to actively promote racial equality and to challenge racism in all its forms. It recommended that schools should regularly review their policies and practices to identify and address any instances of institutional racism. The report also called for improved diversity training for teachers and school staff to increase awareness and understanding of racism and its impact on students. In addition, the Macpherson Report stressed the importance of an inclusive curriculum that reflected the diverse experiences and contributions of different ethnic groups.

In his research article on the achievement of Black Caribbean pupils Demie, (2005) cites the Macpherson Report (1999) as highlighting that a 'colourblind' approach and failure of the curriculum to reflect diversity are obstacles to raising Black Caribbean achievement. He also cites the earlier Swann Report (1985) as one of several previous studies that identified concerns about how the education system was not meeting the needs of Black Caribbean children.

Both the findings of the Macpherson Report (1999) and Swann Report (1985) underline the systemic inequalities faced by Black Caribbean students in England's education system. These inequalities persist, as the study by Demie and McLean (2017) found that schools in deprived areas of London, which have a higher proportion of students from low-income and minority ethnic backgrounds, often face challenges such as inadequate resources and high teacher turnover rates. Research in the United States also showed that students from low-income backgrounds often attend underfunded schools with fewer resources and less experienced teachers (Harris and Leonardo, 2018). These factors can negatively impact their academic performance and opportunities for success. Moreover, the intersection of race and class can subject Black Caribbean students to additional stress, such as housing insecurity, food insecurity, gangs, and community violence, which can further hinder their educational progress (Bécares and Priest, 2015. Perera, 2020). These socio-economic challenges can also limit their access to extracurricular activities, additional tutoring, and other enrichment opportunities (Gillborn, 2005).

The data (appendices 1) reveals a continuing high permanent exclusion rate for Black Caribbean and Mixed White and Black Caribbean students across English schools. Examining first exclusion rates for Black Caribbeans, while the primary school rate is 0.01, this jumps sharply to 0.16 in secondary schools - a over 10-fold increase. Potential factors could include stereotyping, discrimination and lack of cultural awareness becoming more embedded in secondary settings. Either way, a 0.16 exclusion rate is over 3 times the cross-ethnicity average and provides evidence that Black Caribbean students could face excessive targeting for permanent exclusions specifically during secondary education (Levinson.2016. Demie 2021 Chapman and Bhopal, 2019.).

“For most students, moving to secondary school seemed to trigger an onset of problems.” (Levinson, p.13. 2016)

The pattern remains serious across other school types too. In special schools, the Black Caribbean exclusion rate is 0.06 - higher than the overall rate of 0.04. While the numbers are smaller, this shows additional challenges for Black Caribbean students needing extra learning support. When looking at exclusion rates for Mixed White and Black Caribbeans, the situation is even more serious. Across secondary schools the rate is 0.26 - 5 times higher than average and the highest of all ethnic groups. This suggests mixed heritage students with Black Caribbean backgrounds face particular difficulties in feeling accepted and supported in the English school system specifically during the secondary phase.

In special schools, the rate for Mixed White and Black Caribbeans rises to 0.12 - three times more than the general rate. This indicates complex intersections between ethnicity, learning needs and school exclusion processes that serve to further marginalise these students (Liasidou, 2013). The disproportionate high exclusion rates for Mixed White and Black Caribbean students in special schools highlight the multiple factors that contribute to their marginalisation. These findings underscore the need to also examine how the COVID-19 pandemic has further exacerbated existing educational and social inequalities, particularly for vulnerable pupil groups from Black and other ethnic minority backgrounds.

The COVID-19 pandemic and the aftermath for certain groups has deepened pre-existing educational and social inequalities, amplifying many existing racial and economic inequalities in education. (Runnymede 2020) In addition, school exclusion policies and practices were potentially further entrenching the marginalisation of vulnerable pupil groups such as those from Black and other ethnic minority groups (Tsolou et al, 2021; Blundell et al, 2021). Bayrakdar and Guveli (2023) argue that the pandemic disproportionately impacted ethnic minorities in education with the closure of schools widening the achievement gap among groups from Pakistani, Bangladeshi, Black African, and Black Caribbean backgrounds, with

parents unable to support their children due to a lack of familiarity of the curriculum and teaching methods. The survey conducted by The Runnymede Trust in 2020 also found that 36% of adults reported an increase in stress or anxiety during the coronavirus crisis and lockdown. Additionally, 21% said they have struggled to cope with lockdown conditions. Feelings of social isolation have also taken a toll - 14% said that isolation has led to more difficult relationships at home. This figure was even higher, at 19%, among Black and Minority Ethnic groups (Runnymede, 2020; UCL, 2023). In addition, studies indicate that during the Covid internal grade assessments only 16% of teachers accurately predict A-level grades, with 75% of grades being overestimated. High-achieving students from disadvantaged backgrounds often receive lower grade predictions compared to wealthier peers, influencing their university choices, career paths, and social mobility (Runnymede, 2020; UCL, 2023). Additionally, research reveals that students from Black Caribbean, Pakistani, or Bangladeshi backgrounds tend to receive lower subjective teacher assessments than their White counterparts in blind examinations (Runnymede 2020; UCL, 2023). Factors contributing to inaccurate assessments include teacher bias, low expectations, a lack of ethnic diversity among teachers, factors that are also attributed to higher exclusion rates among Black Caribbean students (Lander *et al*, 2021). The historical context examined and the ongoing disparities in exclusion rates for Black Caribbean students, exacerbated by the Covid pandemic are closely linked to the broader theme of institutional racism in education.

2.3. Institutional Racism in Education

Institutional racism remains a key concern in England's education system, disproportionately impacting students from marginalised backgrounds (Gillborn, 1997. Stevens, 2007. Osler, 1997.). Ingrained in organisational practices and policies, institutional racism perpetuates racial inequalities through structural biases that limit opportunities and outcomes. (Warmington *et al*, 2018; Stevens, 2007). One aspect of institutional racism in education is the subtle bias

embedded in curriculum design and pedagogy. Often, the curriculum fails to adequately represent the diverse history, cultures, and contributions of Black and mixed white heritage (Banks, 1993). A classic example of this is the well-established teaching of Florence Nightingale, while omitting the contributions and work of Mary Seacole (Harmer, 2010; O'Connor, 2017). This omission not only fosters a white European view of knowledge but also marginalises students from Black and dual-heritage backgrounds. The lack of diverse perspectives in the curriculum not only limits the cultural relevance of education but also reinforces stereotypes and creates a sense of alienation among students who do not see themselves reflected in the material being taught (Ahmed, 2012).

Sherwood (1999) draws attention to the many racist stereotypes of Black people in many of the books within schools, media, and popular culture. Writers such as Arthur Conan Doyle and Rudyard Kipling depicted racist stereotypes in their books. Once free public education was established in the late 19th century, schools played a major role in engendering and perpetuating racial prejudice through textbook content and teacher attitudes.

While the media, visual arts, and popular culture must all take their share of the burden of inculcating English superiority and negative notions of the "other," I would argue that once free education was made available to all in the late nineteenth century, schools must bear the major responsibility. Within schools the content of history textbooks and the attitude of teachers must be the locus of the engendering and perpetuation of racial prejudice. (Sherwood, 1999, p. 184).

Nyikos (2019) in his in-depth study of Rudyard Kipling and his stories suggests that the author reinforced stereotypes of White British superiority and negative stereotypes of colonised people being inferior and childlike, requiring White British Rule. Rudyard Kipling provides a relevant parallel in demonstrating how influential texts and authority figures could shape mindsets to view imperial domination and racism as necessary and justified and therefore perpetuating a negative bias for Black Caribbean students. Famous text such as Shakespeare's plays and the Importance of being Ernest (Wilde, 1990) are particularly difficult when trying

to engage Black Caribbean students, where the later play depicts the lifestyle of rich white upper-class people in the Victorian era, which are in the majority of cases divorced from the lives of those Black students (Dyches, 2017). The same could be said of the novels of Jane Austen novels (Christmas, and Ford, 2021) often studied at GCSE and A level.

When examining the geography curriculum more specifically Puttick and Murrey (2020) note that the words ‘race’ and ‘racism’ do not appear anywhere in England’s national curriculum documents. Puttick and Murrey (2020, p. 132) argue that a more holistic and anti-racist geography education is needed to empower all students in understanding the complex racial politics around the world.

In 2014 Michael Gove, the Education Secretary expressed a desire to change the direction of the teaching of history in schools to ‘celebrate the distinguished role of these islands in the history of the world’ (REF). In doing so, he eliminated the curriculum's explicit emphasis on racial and ethnic diversity, particularly within the context of Britain (Leach et al, 2020). This lack of a more diverse curriculum is seen as a key factor in the higher levels of exclusion among Black Caribbean students and they become disengaged and distracted, leading to teacher confrontation (Demie, 2019. Graham et al, 2019). To counteract this potential disengagement, the strategy of incorporating Black History Month in schools was deployed and used to celebrate the contribution that Black people have made and an opportunity to educate all students on the value that Black people have added to the country (Gov.UK, 2022). Every October in the UK, Black History Month commemorates the history, arts, and culture of Black individuals in the country (Black History Month, 2023). While education on White British history is widespread and well-known, and taught throughout the year, the history of Black Britons still remains understated. Allocating a month each year to this recognition serves to redress this imbalance and encourages a deeper understanding of our shared history. However,

whilst some white students may see this as progressive and a way of improving relations, Black students may see this month as a token, that does nothing to address the ongoing issues of racism (Fishman and McCarthy, 2005).

There is an argument that Black History should not be restricted to one month and should form part of the national curriculum. Campaigners in 2020 urged the UK government to review the national curriculum and mandate the teaching of Black history for all students in English schools (Weale *et al*, 2020). The Black Curriculum urged the then Education Secretary Gavin Williamson to have the compulsory inclusion of Black history from primary to secondary school, across subjects such as history, citizenship, English, and PSHE. The Sewell Commission (2021, p. 93) recommended that the Department for Education (DfE) collaborate with a panel of independent experts to create a comprehensive set of teaching resources that tell the diverse stories of Britain's past and present. The report recommended that the resources should be embedded within the statutory curriculum and include lesson plans, teaching methods, and reading materials (The Sewell Commission, 2021). The commission suggested by implementing these recommendations, the DfE could help foster a deeper understanding and appreciation of the diverse experiences and contributions that have shaped modern Britain, promoting a more cohesive and inclusive society for future generations. In 2022, Wales became the first nation in the UK to mandate Black History lessons across its national curriculum (Welsh Government, 2021). The Minister for Education in Wales stated:

It is vitally important that our education system equips our young people to understand and respect their own and each other's histories, cultures, and traditions (Jeremy Miles, 2021).

Equally important to the curriculum failings described there is an additional factor that can precipitate institutional racism, which is the lack of a diverse workforce within schools (Wallace, 2020; Byrne et al, 2020). When schools lack representation from the ethnic groups that are represented in the pupil population, it perpetuates a system that may be bias to those

marginalised groups. As of 2021, the demographic composition of teachers in state-funded schools in England revealed that 85.1% were identified as white British, based on available ethnicity data (Demie and Hau, 2023). In contrast, the working-age population in England during the same period showed that 70.8% were white British, as indicated by the 2021 Census (Clark, and Shankley, 2020.). The disparity in these percentages highlights an overrepresentation of white British teachers in the educational system compared to their proportion in the broader working-age population. Notably, 3.8% of teachers belonged to the 'white other' ethnic group, constituting the second-highest percentage among educators. Moreover, a significant 92.5% of headteachers were identified as white British, emphasising the need for a more inclusive and diverse leadership representation within educational institutions to better reflect the multicultural fabric of society. This data highlights the importance of addressing disparities in the racial and ethnic makeup of the teaching workforce to foster a more equitable and representative learning environment. Black teachers represented 1.1% of the teacher workforce. Only 0.7% of headteachers identified as Black Caribbean. Mixed white and Black Caribbean totalled 0.3% (Gov.UK, 2023). Bhopal and Brown, (2016) highlight that there are persisting barriers impeding Black and Minority Ethnic (BME) staff from attaining promotion opportunities, including institutional racism, experiences of exclusion and marginalisation, and feelings of being outsiders in environments traditionally preserved for elite white academics.

"Much of the research has pointed to the positioning of BME academics in HEIs as 'outsiders' (Puwar, 2004) in White spaces reserved for an elite, male middle class (Bhopal, 2014). There is a plethora of research that has explored the existence of institutional racism in HEIs (Bhopal, Brown, and Jackson, 2016; Pilkington, 2013). Other research suggests that BME academics experience processes of 'hyper-surveillance' (Pilkington, 2013)."

To improve diversity in leadership, Bhopal, and Brown (2016) recommends practical steps like ensuring representation of BME staff on influential interview panels and introducing quotas or targets to mandate better representation at senior tiers. In addition, it could be argued that the

lack of diversity in leadership and policy making positions could stifle equitable policies being introduced at pace (Lopez, 2020). Nkomo and Hoobler, (2014) make a case that to build a genuinely equitable and diverse workplace, organisations need to take active steps to recognise and address any racial prejudice that may exist in how they attract, hire, and advance employees. Achieving this demands a dedication to clear and impartial practices which assess all applicants based strictly on their skills and abilities, without consideration of race or ethnicity.

Students benefit significantly from exposure to a variety of role models and mentors who share diverse backgrounds, as this fosters a sense of inclusion and validates the unique identities of each student. Conversely, a lack of diversity among educators may contribute to a disconnect between students and the institution, hindering their ability to relate to the curriculum and feel a sense of belonging (Syed et al 2012). The findings in Solomon's, (1997) study support to the notion that students benefit significantly from exposure to a variety of role models and mentors who share diverse backgrounds. The ethnic minority teachers in the study brought unique characteristics and experiences to their teaching that created a positive learning environment and contributed to the academic success of both minority and non-minority students.

Well-known public figures such as Members of Parliament Diane Abbott and David Lammy have voiced support for increasing Black and minority ethnic (BME) representation among teachers to serve as role models for students (Wallace, 2020). Dianne Abbott MP, in 2002 asserted that white female teachers were failing Black male students, because they were scared of them. Abbott contends that the overrepresentation of women in the teaching profession, particularly white women, makes it unlikely that they are entirely free from the racial stereotypes about Black men that permeate society. She suggests that these biases can manifest in how teachers perceive and interact with Black students, even from a very young age. The

MP points out that teenage Black boys are often physically larger than their white counterparts and may come from a culture that is more physical in nature. This observation highlights how cultural differences and physical attributes can be misinterpreted or used to reinforce stereotypes. Abbott's most striking claim is that some teachers view Black boys as "miniature gangster rappers" from the moment they are out of diapers, revealing the deeply concerning application of criminal stereotypes to young Black children (Hinsliff,2022).

Abbot (2002) further argued that Black boys need more male role models in school to help them overcome underachievement.

“Work that I've seen in the United States shows that where you can have more male teachers, particularly at primary school level, and male mentors, that does help some of these boys, both Black and white,” (Abbot 2002)

Demie (2022) also recommends Black Caribbean role models who have greater knowledge of the students and the community they live in. Stewart-Hall *et al* (2023) also recommends more positive black role models as part of the exclusion prevention strategy. However, (Maylor 2020) suggests that the calls for an increased presence of black teacher ‘role models’ are based on certain assumptions. Firstly, it assumes that Black teachers identify themselves as role models for black students and actively wish to fulfil this role within the school setting. Secondly, it presupposes that Black students will automatically perceive Black teachers as role models and establish a connection between the behaviour demonstrated by these teachers and their own conduct. Lastly, it implies that Black teachers are inherently the most suitable role models for Black students. There is also the possibility of bias from Black teachers who may have higher expectations on behaviour of Black students in comparison to their white counterparts (Hathaway, 2016). The founder of Prosperity Project, Michaela Lawson, counters this argument and asserts that if children of colour do not witness representation within schools, they may not perceive teaching as a profession accessible to them (Katsha,2022). This could lead to a cycle of persistent underrepresentation and further limit the pool of diverse talent entering the teaching profession.

When the authors of the Sewell report (2021) argued that people's educational outcomes were not adversely impacted by their ethnic background, there was significant backlash, with commissioners accused of "not understanding how racism works" (Bhopal, 2021).

"Ignoring the evidence that institutional racism plays a key role in the education of Black and minority students is nonsensical. There is a mass of evidence showing how racism operates through policy and practice at national, local, and classroom levels." (Bhopal, 2021)

Gillborn (2002) argues that institutional racism in education can occur without the explicit intent of individuals to discriminate.

"Institutional racism and race inequity are deliberate insofar as (at best) there appears to be a judgement that their eradication is simply not important enough to shape the main tenets of education policy."

Gillborn (2002) contends that despite widespread knowledge of the detrimental impact of certain education policies on Black students, these policies are not only being maintained but actively extended and promoted. This includes practices such as high-stakes testing, school performance tables, and selection by "ability" - all of which have been shown to disproportionately disadvantage Black students. Gillborn (2002) suggests that by allowing these measures to persist and even expand, policymakers are sending a clear message about their priorities. While they may not explicitly state it, their actions indicate that racial equity in education is not a top concern. By failing to address and dismantle these institutionally racist policies, they are effectively choosing to keep racial injustice at the centre of the education system.

2.4. Educational Inequality and the Achievement Gap

Failure to address the issues of institutional racism in education has a direct link to the educational inequality and the continuing achievement gap for Black Caribbean students in England and remains a significant issue within the educational landscape (Demie and McLean

2017. Gillborn, 2008. Phillips, 2011. Parsons, 2009). Pupil with low academic skills and achievements are far more likely to encounter issues such as behavioural issues, being dragged into criminality, and poorer socio-economic opportunities (Kulkarni *et al* 2021). Research also suggests that Black and minority ethnic students are often disproportionately misallocated to lower sets, while being underrepresented in higher sets (Connolly *et al.*, 2019). This trend holds even after controlling for prior attainment levels. This misallocation disadvantages Black and minority ethnic students who are often placed in middle and lower sets, contributing to a widening of achievement gaps and inequitable educational provision. It is evident from the research that young Black boys are often disproportionately steered towards sports activities, while receiving inadequate encouragement and support for their academic pursuits (Wright *et al.*, 2020).

The achievement gap in England has persisted, despite periods of optimism and policies aimed at reducing inequalities. White students have regularly been more likely to achieve benchmark measures of academic success compared to their Black Caribbean counterparts (Archer and Francis, 2006; Gillborn *et al*, 2017).

There is a suggestion in the research by (Gillborn *et al* 2017), that intervention by Governments to address the achievement gap failed to properly consider racial equity such as the introduction of the English Baccalaureate (Appendix 6.3). The data analysis in the research makes the case that the persistent Black Caribbean/White achievement gap in England is not simply a product of societal forces, but rather is actively shaped and maintained by education policies that have failed to tackle racial inequality and take proper account of how changes in assessment and benchmark measures can have negative impacts on Black students.

*"Both occasions where government decided to 'raise the bar' were marked by significant falls in the proportion of Black and White students who achieved the required benchmark level. On both occasions the impact was more severe for Black students, meaning that the achievement gap grew." (Gillborn *et al*, p.864, 2017)*

The 2021 to 2022 GCSE data for England (appendices 6.2) clearly demonstrated the achievement gap with Black Caribbean students' achievement % rate at 41.7 and mixed white and Black Caribbean at 42.1 against the average of 48.8 and white British students at 47.7. The data evaluates the performance of students at state-funded mainstream schools in England across 8 GCSE-level qualifications, collectively referred to as 'Attainment 8.' Attainment 8 serves as a metric for assessing the academic achievement of students in key stage 4, typically concluded at the age of 16. The 8 subjects comprising Attainment 8 encompass: English, Mathematics Three subjects from qualifications contributing to the English Baccalaureate (EBacc), such as sciences, languages, and history and three additional GCSE qualifications (inclusive of EBacc subjects) or technical awards, selected from a list approved by the Department for Education (GOV.UK 2023).

The initial data for the academic year 2022-2023, at the GCSE level, students from the Black major ethnic group, which included Black African as well as Black Caribbean, exhibited an average combined English and maths pass rate comparable to their counterparts in the Mixed, Other, and White major ethnic groups. This marks a notable shift from the pre-pandemic period when students from the Black major ethnic group had the lowest pass rate among all major ethnic groups. However, when examining the differences between Black African pupil attainment and Black Caribbean attainment, there are significant differences with 69% of Black African students achieving a standard pass at GSCSE in English and Maths, while only 52% of Black Caribbean students achieving the same standard (Roberts and Bolton 2023).

These disparities in academic outcomes disproportionately affect Black Caribbean students, posing challenges to their educational advancement and future prospects (Strand, 2021). Lower academic achievement and attainment levels at secondary school level can limit opportunities

for higher education, which in turn can impact career prospects and social mobility. Crozier, (2005) provides evidence that the educational achievement of Black students at age 16 is a critical determinant of their future prospects in higher education and employment. Crozier highlights the long-term consequences of academic underperformance during the secondary school years. She sets the context by pointing out the pervasive disparities in educational outcomes for Black students in the UK, noting that

"African Caribbean children are one of the lowest achieving minority ethnic groups in the United Kingdom and are disproportionately one of the highest ethnic groups of children excluded from school."(Crozier, p.586.2005). Crozier argues that "Educational achievement at age 16 is crucial, in that it acts as a gatekeeper to higher education and employment opportunities later in life."

Black Caribbean students who struggle academically face barriers in accessing competitive universities or degree programs, which can hinder their ability to pursue desired career paths. This can perpetuate cycles of inequality and limit representation in certain fields and leadership positions. Focusing on the experiences of excluded Black males, Wright *et al.* (2005) illustrate how these students employ agentic strategies and draw upon various forms of capital to counter the "failure" label and reshape their educational pathways. Aspirational and resistant capital fuel their determination to pursue a "turnaround narrative", while familial capital, often in the form of strong maternal support, provides high expectations and inspiration. Both Crozier (2005) and Wright *et al.* (2016) offer complementary insights into the educational experiences and trajectories of Black males in England. While Crozier highlights the pervasive negative stereotyping and low expectations that contribute to the overrepresentation of Black boys in school exclusion statistics, Wright *et al.* counters this narrative and instead focuses on how excluded Black males employ agentic strategies to transform their educational outcomes. Drawing on Yosso's community cultural wealth framework, Wright *et al.* (2016) illustrate how Black males activate aspirational, resistant, to resist the "failure" label and re-engage with education.

Demie (2023) cites a large body of research that suggests there are three key factors contributing to the underachievement of Black Caribbean students in schools

“(see Demie, 2022a, b, c, d; Gillborn and Youdell, 2000; Crozier, 2005; Maylor et al., 2006; Rhamie, 2007; DCSF, 2008b; Gillborn, 1990; DfE 2015; Cabinet Office, 2007; EHRC, 2016; MacPherson, 1999; Parekh, 2000; DfES, 2006b; Curtis 2008; Strand 2008; Demie 2005, 2003; Demie and Mclean 2017)”. These factors can be categorised as school-related, home-related, and pupil-related.

2.5. Factors which Influence Attainment

This section will explore the three main themes within the Literature Review which are School Factors, Home Factors and Pupil Factors. School factors include teachers' low expectations, marginalisation, institutional racism, and lack of diversity in the school workforce. Home factors consist of lack of parental engagement in schooling, lack of parental aspiration, and single parent households. Pupil factors encompass low literacy levels, the effects of poverty, lack of positive role models, social class issues, curriculum barriers, lower tier entry in school ability groups, and school exclusions.

Recent education literature has identified these factors as influential in the underachievement of Black Caribbean students, highlighting the need for a comprehensive approach to addressing this issue that considers the complex interplay between school, home, and individual pupil factors (Demie p5, 2023). It is significant that in Demie’s survey of headteachers, teachers and governors (Appendix 6.3), the effects of poverty were rated as a high factor by more than half of the respondents (56%), indicating that socioeconomic disadvantage plays a significant role in the underachievement of Black Caribbean students.

Some student teachers, however, seem to hold misconceptions about the reasons behind the educational underachievement of disadvantaged students. Rather than recognising the significant impact of socioeconomic factors on students' academic performance, many student teachers attribute the achievement gap to perceived deficits within the students themselves or

their families, particularly parental attitudes (Thompson et al, 2016). Their study highlights that 81% of the student teachers believed parents'/carers' attitudes to education had the largest negative impact on students' educational outcomes, life choices, and opportunities. In contrast, only 7% attributed the largest negative impact to income levels. This stark difference suggests that many student teachers hold stereotypical views about the values and attitudes of families living with poverty, assuming that they do not prioritise education or support their children's academic success.

In Demie's research of London schools, he highlights the lessons learned from London schools who made improvements in attainment between 2003 and 2013 outperforming other schools in England (Demie, 2023). Several key success factors were identified as driving the transformation and tackling inequalities in London schools. These include effective school leadership, high-quality teaching and learning, intelligent use of data to track pupil progress, a diverse staff reflecting the community, strong support for ethnic minorities and English as Additional Language (EAL) students, and targeted interventions backed by additional funding. The £80 million London Challenge program launched by the government in 2003 is cited as playing a pivotal role in catalysing these improvements.

The success factors identified in Demie's research, such as effective leadership, diverse staff, and more targeted support for Black Caribbean and EAL students, emphasises the importance of creating an inclusive and culturally responsive learning environment. However, even in schools that have made progress in tackling inequalities, unconscious bias among teachers can still hinder the achievement and well-being of Black Caribbean students. Addressing these biases and promoting cultural awareness is crucial for ensuring that all students have equal opportunities to succeed.

2.6. Unconscious Bias and Cultural Awareness

Unconscious bias refers to the attitudes, stereotypes, and assumptions that individuals hold subconsciously, which can inadvertently influence their behaviour and decision-making (Hart, 2004. Suveren, 2022) In educational settings, unconscious bias can have significant implications for pupil learning, achievement, and well-being (Staats, 2016). Research has shown that teachers, like all individuals, are susceptible to unconscious biases based on factors such as race, ethnicity, gender, socioeconomic status, and disability (Childs *et al.*, 2023; Doyle *et al.*, 2024). These biases can manifest in various ways, such as lower expectations for Black Caribbean students, uneven allocation of resources, opportunities, and disparities in discipline, suspensions, and expulsion (Gilliam *et al.*, 2016).

Bias and racism today looks different from the racism suffered in the 1950s and 1960s (Solomos, 2022), by migrants and migrant children who were sent to predominantly white schools. Overt racism is more readily called out when evident, although the recent reluctance of Conservative ministers to denounce the blatant act of racism by their donor Frank Hester against Diane Abbott and Black women might counter this suggestion (BBC 2024. Boffey, 2024.). Of course, there are different types of bias, and these different types of bias can intersect and impact groups in different ways for example Black girls' experience of bias is very different to that of Black boys. Black girls may face the compounded effects of racism from their peers and teachers, sexism from their male counterparts, and socioeconomic disadvantages that can create additional barriers to their academic achievement (Fletcher-Dyer, 2023; Benson and Fiarman, 2020)

Unconscious bias can have a significant impact on students' academic experiences and achievements (Magowan, 2023; Hathaway, 2016; Saunders and Wong, 2020). There is strong evidence that suggest the correlation between implicit biases and less welcoming nonverbal

behaviour, along with increased discomfort in interactions with Black students. Warikoo, *et al* (2016) contends that White college students with higher pro-White/anti-Black implicit associations display reduced nonverbal friendliness, such as diminished eye contact, smiling, and heightened signs of anxiety when interacting with Black individuals. In addition, teachers' implicit biases may adversely affect their relationships with students of colour, suggesting that existing research on implicit racial associations and interracial interactions may extend to educational exchanges, potentially diminishing the warmth and responsiveness of teachers in their interactions with students from different racial backgrounds. (Warikoo, *et al* 2016.; Tropp and Rucinski, 2022). This bias can often go undetected and also can be unintentional as the unconscious element suggests (Benson and Fiarman, 2020. Hart, 2004.). For example, teachers may unknowingly hold lower expectations for certain groups of students from Black or dual heritage backgrounds, (Demie, 2021; Magowan 2023; Stewart-Hall *et al.* 2023) leading to a self-fulfilling prophecy where students perform at the level expected of them.

“Teacher judgements of academic ability would therefore appear to be somewhat susceptible to intersectional biases, even if biases according to individual protected characteristics are hard to spot.” (Magowan, p. 644, 2023)

This can contribute to the achievement gaps and continue the inequalities within the education system. (Gillborn, 2003). In studies conducted by Drew *et al* (2016) in simulated teaching interactions, instructors with higher levels of implicit racial bias demonstrated more anxious behaviours and delivered lower quality lessons when teaching Black learners compared to white learners. This resulted in Black students scoring significantly worse on tests of the academic material. According to the researchers,

*“ the cumulative effect of such a process across teachers and over time could significantly contribute to overall racial disparities in academic achievement.” (Drew *et al* p.51, 2016)*

In addition, unconscious bias can influence disciplinary actions, such as temporary and permanent exclusions, with students from marginalised backgrounds facing harsher consequences for similar behaviours compared to their white peers (Simson, 2013;

DeMatthews, et al, 2017; Perera, 2020). There is a body of evidence that also suggest bias in teacher assessments (Campbell. 2015; Doyle *et al.*, 2024). The Millennium Cohort Study analysed data on nearly 5,000 students in England and found biases in teachers' ratings of students' reading and math ability that corresponded to income level, gender, SEN status, ethnicity, and language spoken. This suggest that biases in teacher judgement according to these characteristics could account for the gaps in attainment when teacher assessments are a factor (Campbell. 2015; Magowan 2023). In contrast in their study in 2021 (Doyle *et al* 2023), argue that the evidence of implicit racial bias in teacher's judgement was inconclusive. Specifically, their experiment revealed no significant main effects on pupil ethnicity (white British vs. Black Caribbean) on any of the key outcome measures, including teachers' grading, ability judgments, and perceptions of the pupils' academic level and performance. There was some evidence suggesting an interaction between ethnicity, socioeconomic status, and teachers' meritocracy beliefs in predicting biased judgment. However, these findings were mixed overall.

While the evidence here is complex, it is clear that unconscious biases can negatively impact Black Caribbean students. As such, it is critical that teachers engage in ongoing self-reflection, education, and training around bias and equity. Building cultural awareness and humility can mitigate bias. This involves teachers understanding how their culture and privilege shapes perceptions, building relationships across difference, examining systems of oppression, and continually working to counteract biases (Gallardo, 2013 Fisher-Borne et al, 2015).

Students belonging to marginalised communities demonstrate elevated levels of academic achievement, motivation, self-confidence, and self-efficacy when their teachers are culturally aware and adequately prepared to create inclusive and equitable learning environments (Parkhouse, et al 2019). Cultural awareness is a crucial component of addressing unconscious

bias in schools and society. By promoting cultural awareness, teachers can create an environment that values and respects diversity. Kempf (2022) advocates that cultural awareness is a key component in addressing unconscious bias. By increasing teacher cultural awareness, schools can create an environment that values and respects diversity. Todd and Smith (2019) highlight the need for training that prepares teachers to work more effectively with diverse pupil populations.

"part of the responsibility of teacher education programs is to prepare preservice teachers to work effectively with diverse students and communities." (Todd and Smith, p4, 2019).

This clearly connects to the importance of multicultural education in training future teachers. Given statistics on the lack of teacher diversity compared to growing pupil diversity, previously discussed, the need for multicultural education is evident.

Additional research by Acar-Ciftci, (2019) also emphasises the importance of incorporating critical multicultural education in teacher training, promoting a deep understanding of diverse cultures and perspectives. Acar-Ciftci, argues for integrated critical multicultural perspectives into teacher education programs. Unlike conservative approaches promoting assimilation or liberal efforts focused primarily on cultural sensitivity, critical multiculturalism analyses systemic power imbalances and promotes social change. Acar-Ciftci, (2019). states that critical multicultural education

"questions the existing socio-political order due to their belief in the presence of significant social inequities and injustices," aiming to develop democratic citizens and school systems.

The Black Lives Matter (BLM) movement and the tragic murder of George Floyd in 2020 served as catalysts for many senior leadership teams in English schools to actively engage in professional development focused on anti-racist practices (Stewart-Hall et al, 2023. Miller, 2023). For many white educators, including those in leadership positions, the BLM movement and Floyd's murder brought to the fore the need to confront the realities of racism that they had

previously been able to avoid or remain ignorant of. Stewart-Hall et al (2023), suggests that these events served as a wake-up call, making it clear that a passive "not racist" stance was insufficient, and that active anti-racism was necessary. In response, many senior leadership teams have undertaken professional development opportunities like the ARSA and RISL programs to begin developing the knowledge, skills, and practices needed for anti-racist leadership in their schools.

The bias, lack of cultural awareness and exclusion impacts Black Caribbean students whilst at school, but also stretches into adulthood. Research reveals that being excluded from school can have devastating effects on a young person's self-esteem, sense of identity, and future prospects (Berridge et al, 2001. Hamilton, 2017).

2.7. Consequences of Exclusion on Black Caribbean Students' Social Mobility and Outcomes

The disproportionate rate of exclusion of Black Caribbean students from schools in the England have far-reaching consequences that extend beyond the classroom, significantly impacting their social mobility and life chances. When these students are unfairly removed from the educational setting, they face numerous barriers that can hinder their ability to climb the social and economic ladder and achieve their full potential. The disruption to their education caused by either numerous suspensions or permanent exclusion, can limit their future opportunities and perpetuate a cycle of disadvantage. In their study *School exclusion and transition into adulthood in African-Caribbean communities'*. Wright *et al* (2005) provides insights into the ways in which exclusion can derail the social mobility of young Black Caribbeans. The research shows that being excluded from school can lead to involvement in criminality, which further compounds the challenges these young people face in accessing employment and other opportunities (Wright *et al* 2005. Scott and Spencer, 2013). It also emphasises the need for

systemic changes within the education system to address the root causes of disproportionate exclusion rates and to provide more inclusive and equitable learning environments that foster the success of all students.

There is evidence of the relationship between exclusion and future educational attainment, such as reduced access to university opportunities. Research evidence points to Caribbean students facing unique risks and barriers within this ‘marketised education system’. For example, the disproportionately high rates of school exclusions among Black Caribbean students, particularly at critical stages of their education, can severely limit their opportunities to acquire the necessary qualifications for further study and upward mobility. Similarly, discriminatory practices in university admissions, such as the lower offer rates for Black Caribbean applicants to elite Russell Group institutions, further constrain their access to the most prestigious and rewarding educational pathways (Hamilton, 2017. Boliver,2016).

“some ethnic minority groups remain significantly under-represented in the UK’s most academically selective and prestigious universities. Black Caribbean, Bangladeshi and Pakistani students made up just 0.5%, 0.6% and 1.8% of all entrants to the twenty universities that were members of the prestigious Russell Group in 2010-12,” (Boliver,2018)

One of the most concerning consequences of the exclusion of Caribbean students, particularly Black boys, is the correlation with criminality and gang involvement. Black Caribbean boys as previously discussed are overrepresented among students who face academic underachievement, exclusion from school, and later criminal involvement (Scott and Spencer, 2013; Pitts, 2020). Research has established a strong link between being permanently excluded from school and engaging in criminal behaviour (Berridge *et al*, 2001. Arnez and Condry, 2021. McCrystal, et al, 2007). Given the disproportionately high rates of exclusion experienced by Black Caribbean students, it is probable that this overrepresentation extends to youth offending data as well. These findings support concerns that school exclusion puts already vulnerable youth from this demographic at an even greater risk of becoming entangled in the

criminal justice system. The correlation suggests that the trajectory from educational exclusion to criminality is particularly perilous for Black Caribbean boys who are excluded at disproportionate rates.

There are a number of interconnected factors that contribute to the overrepresentation of African-Caribbean boys and young men in low academic achievement, school exclusion, and criminal involvement. These include family background, deprivation within the community, The kudos of a gangster lifestyle and the dismissal of education within street culture, and individual issues with aggression and anger (Spencer and Scott, 2013). The Government also recognised these factors in their 'serious violence strategy'. At the individual level, the strategy highlights factors such as childhood abuse and neglect, impulsivity, aggression, low intelligence, which clearly links to low achievement rates and high exclusions, substance use, and gang membership. The strategy also recognises the role of family factors, such as low socioeconomic status, anti-social parents, poor supervision, and parental criminality. At the school level, the strategy identifies low school performance, bullying others, truancy, and school exclusion as risk factors for serious violence. The report similarly highlights the link between academic difficulties, behavioural problems, and disengagement, which can lead to absenteeism, dropping out, or formal school exclusion (GOV UK, 2018). These factors resonate with Spencer and Scott's (2018) discussion of individual issues with aggression and anger, as well as the influence of street culture and gang involvement and family background.

This issue of criminality, particularly knife crime and gang activity, has been in many cases sensationalised by the media and government, creating a sense of panic (Williams et al, 2021. Wayne, 2008). This has had a detrimental impact on Black Caribbean students, especially young Black boys who face the stigma of being labelled as violent and disruptive (Perera, 2020, Connolly, 1995. Marsh and Walker, 2022). This stigmatisation feeds into the earlier point made

by Dianne Abbott when she referred to the fear that some white female teachers experience when teaching Black boys. Moreover, Perera, (2020) suggests that the expansion of the Pupil Referral Unit (PRU) sector, which caters to students excluded from mainstream education, is a deliberate strategy to contain and isolate a perceived "educational underclass" of predominantly Black working-class boys (Perera, 2020). By removing these students from mainstream schools and placing them in alternative provision, the government is effectively criminalising and marginalising this group (Siddique, 2020), reinforcing the notion that goes back to the 50's and 60's that they are inherently problematic and disruptive to the education of more "deserving" students.

These stereotypes associated with criminality also extend to old stereotypes within the employment market (Birkelund, 2020), affecting the rates of unemployment among Black youngsters. According to a Guardian analysis of data from the Office for National Statistics (ONS), Black people aged 16-24 experienced the highest unemployment rate since the last financial crisis, reaching 41.6% between October and December 2020. In contrast, the unemployment rate for white workers in the same age group was 12.4%. Prior to the pandemic, from January to March 2020, the unemployment rate for young white people was 10.6%, while for young Black people, it was significantly higher at 25.3%. Over the course of nine months, the unemployment rate for young Black people surged by 64.4%, compared to a 17% increase for their white counterparts, as per the ONS figures (Thomas, 2021)

Studies have shown that school exclusion has detrimental long-term impacts on the employment prospects and economic well-being of affected youth in England, with particularly troubling implications for Black Caribbean students who are disproportionately excluded (Madia, *et al*, 2022). Madia, *et al* (2022) found that individuals who had experienced permanent exclusion as students were significantly more likely to be not in education, employment, or

training, (NEET) unemployed, or economically inactive at age 25/26 compared to similar peers who had not been excluded. Also, for those who were able to find employment, they suffered from lower wages and poorer economic futures. Madia, *et al*, (2022) highlights how exclusion also entrenches existing disadvantage and worsens socioeconomic inequalities for groups who are disproportionately excluded.

The psychological and emotional consequences of exclusion on Black Caribbean students' well-being and sense of belonging can be significant and long - lasting. Being excluded from school can have a negative impact on a student's mental health, leading to increased levels of anxiety, depression, and low self-esteem (Strand, and Winston, 2008. McLaughlin, and Clarke, 2010. Boyd, 2019). The disproportionate rates of exclusion among Black Caribbean students also contribute to the well-documented racial disparities in mental health referrals and access to support services (Evans, and Sheu, 2019). Moreover, the disproportionate exclusion of Black Caribbean students represents a major loss of potential talent and contributions to society. These students, who may have had the capacity to excel academically and professionally, are instead left to cope with a system that has failed to support and foster their abilities (Baker et al, 2009).

2.8. Conclusion

This literature review has explored the common factors contributing to the disproportionate high rates of school exclusion among Black Caribbean students in England. By combining research from leading scholars such as Femi Demie, David Gillborn, Tracey Benson, Sally Tomlinson, Claire Stewart- Hall and Louis Magowan alongside government statistics and commissioned reports, a clear picture of systemic inequalities come into view. The findings underscore the extensive role of institutional racism in shaping educational experiences and outcomes for Black Caribbean pupils. This institutional racism is also shown to extend beyond the educational institutions, and is evident within the policy making structures, and the criminal

justice system. Discriminatory policies and practices, often deeply embedded within school systems, perpetuate the disparities in exclusion rates. Demie's research, in particular, highlights how factors such as teachers' low expectations, the historic social and economic disadvantages, and lack of diversity in the schools at teacher and Head teacher levels create a culture that disadvantages Black Caribbean students. The issue of unconscious bias and its impact on educational outcomes, alongside the importance of cultural awareness among teachers, has gained considerable attention as detailed in this dissertation. Numerous studies underscore the fact that teachers' implicit biases can significantly influence the way in which they interact with Black pupils and negatively impacts on the way they are disciplined and the expectations of these pupils. It's been evidenced that Black Caribbean students frequently encounter harsher penalties for behaviours similar to their white counterparts. This discrepancy emphasises the need for unconscious bias training, and a cultural awareness focus. The consequences of exclusion for Black Caribbean students are far-reaching and can be devastating. As Demie and McLean (2017) explain, exclusion can lead to academic underachievement, limiting future educational and career prospects. The overrepresentation of excluded Black Caribbean youth in the criminal justice system is a clear reminder of how educational inequalities can continue cycles of disadvantage and marginalisation. Government statistics and reports, such as the 'Permanent exclusions and suspensions in England' (Gov.UK, 2021) and 'Ethnicity facts and figures' (Gov.UK, 2021), provide a solid foundation for understanding the scale and impact of the issue. However, it is crucial to recognise that these official figures may not fully capture the lived experiences of Black Caribbean students and their families.

In Demie's 2023 survey, it is important to note that the respondents were school based, including teachers, head teachers, and governors. While their perspectives offer valuable insights into the challenges faced by Black Caribbean pupils, the absence of parents' and students' voices is a limitation. To gain a more comprehensive understanding of the issue,

future research should prioritise the experiences and perspectives of those most directly affected by exclusion. Studies of schools that have successfully created inclusive environments for culturally diverse populations offer valuable lessons. Mayfield and Garrison-Wade (2015) suggest that a whole-school approach, fostering a culture of self-reflection and openness to new approaches, can be transformative. By engaging all members of the school community in the process of change, schools can work towards dismantling the systemic barriers that perpetuate racial inequalities.

In conclusion, this literature review has illustrated the continued urgent need for systemic change to address the disproportionate exclusion rates of Black Caribbean students in England. The findings call for a multi-faceted approach, encompassing policy reforms, teacher training, and a commitment to anti-racist practices at all levels of the education system.

The following sections will discuss the key themes emerging from this literature review, analysing the factors driving exclusion disparities and exploring potential solutions to create a more equitable and inclusive educational landscape for Black Caribbean students in England.

3. RESULTS AND DISCUSSION

3.1. Introduction

This dissertation has illustrated that there is a disproportionate high rate of exclusion among Black Caribbean pupils in England's education system (Demie, 2021. Strand, 2012). The statistics from the UK Government clearly illustrates there is and has been historically, disparities in both suspensions and exclusion rates (GOV. UK, 2021). It remains a complex and persistent issue that requires a thorough examination of the underlying factors perpetuating this trend. Existing research has highlighted a multitude of interconnected and intersectional factors (Magowan, 2023) contributing to the overrepresentation of Black Caribbean students in England's exclusion statistics, pointing to historical deep-seated systemic and institutional issues within the educational landscape (Stevens, 2007). This chapter aims to discuss the key themes emerging from the literature review, whilst directly addressing the research question of 'What are the methodological strengths and limitations of existing research investigating the experiences of Black Caribbean pupils and school exclusion in England, and how do these considerations influence our understanding of the complex factors contributing to their disproportionate rates of exclusion'.

The first common theme that will be explored is the influence of systemic and institutional racism within the education system (Gillborn, 2002). The second theme to be discussed is the role of bias and stereotyping in shaping the educational experiences of Black Caribbean students (Demie, 2021. Downey and Pribesh, 2004). Unconscious biases held by Head teachers, classroom teachers and school pastoral leads can significantly influence perceptions, expectations, and treatment of Black Caribbean pupils (Staats, 2016). The third theme that will be explored is the lack of representation in positions of influence and power within the education system and policy making officials (Wallace, 2020).

By examining these key themes, and the research methodologies used, this chapter aims to provide an analysis of the factors driving the disproportionate exclusion rates among Black Caribbean pupils in England. The discussion of these themes will lay the foundation for identifying potential solutions, policy recommendations, and strategies to create a more equitable and inclusive educational environment for Black Caribbean students.

3.2. Systemic and Institutional Racism

The historical context of exclusion among Black Caribbean students in England is rooted in a combination of socio-economic, cultural, and institutional factors as well as poor political policy decision making (Wallace and Joseph-Salisbury, 2022). The experiences of the first-generation migrants to England and their children in the education system during the 1950s and 1960s (Solomos, 2022). were marked by marginalisation, discrimination, and assimilation policies that disregarded their cultural identities. The legacies of these historical policies and challenges continue to influence the experiences of subsequent generations of Black Caribbean students in schools (Wallace and Joseph-Salisbury 2022). Systemic problems within the education system, such as unfair disciplinary practices, lack of cultural awareness, and what appears to be a lack of joined up thinking and approaches to intervention strategies, have added to the disproportionate exclusion rates of Black Caribbean students (Demie, 2021. Gillborn and Demack, 2018).

The literature review conducted highlights the common nature of systemic and institutional racism within the English education system. One of the key signals of this racism is the lack of diversity and representation within the curriculum (Miller, et al, 2019). As discussed, the curriculum often fails to adequately represent the diverse histories, cultures, and contributions of Black Caribbean communities. Whilst Black History month attempts to address this

imbalance (Gov.UK, 2022), to many it appears to be merely covering the cracks rather than addressing the root- cause (Fishman and McCarthy, 2005). This omission of black history and culture in the core curriculum reinforces a Eurocentric view of knowledge and marginalises the experiences and identities of Black Caribbean students (Ahmed, 2012). Notably, Wales became the first nation in the UK to mandate Black History lessons across its national curriculum (Welsh Government, 2021), raising the question of why England has not followed suit yet.

The absence of positive representations and role models within the curriculum can also lead to feelings of alienation and disengagement among Black Caribbean pupils, contributing to their disproportionate exclusion and achievement rates (Ahmed, 2012). The impact of this lack of cultural diversity in the curriculum is further compounded by the presence of racist stereotypes and negative portrayals of Black individuals in books, media, and popular culture within school (Sherwood 1999). Sherwood (1999) highlights how these stereotypes have been reinforced through various forms of media, particularly in the content of history textbooks and teacher attitudes. The persistence of these negative stereotypes can have a detrimental impact on the self-esteem and academic aspirations of Black Caribbean students (Strand, and Winston, 2008), as they internalise these harmful messages about their own identities, their potential and achievement capabilities. Instead, they are often pigeon-hold into aspirations of a physical nature rather than an academic one (Wright, et al,2020). Another key aspect of systemic and institutional racism within secondary education is the disproportionate use of disciplinary measures against Black Caribbean students. Studies consistently show that Black Caribbean pupils face harsher punishments, such as suspensions and permanent exclusions, at significantly higher rates compared to their White counterparts (Demie, 2021; Gillborn and Demack, 2018). This disparity in disciplinary practices suggests an underlying bias within the system and a failure to consider the cultural and contextual factors that may influence pupil behaviour. The overrepresentation of Black Caribbean students in exclusionary practices not only disrupts their educational progress but also has long-lasting consequences for their future

prospects and well-being. The research also identified that young Black boys are often steered towards sports activities, while receiving inadequate encouragement and support for their academic pursuits (Wright et al., 2020).

The intersection of race and socio-economic disadvantage is another critical factor that contributes to the systemic barriers faced by Black Caribbean students (Vincent and Ball, 2007). As discussed, Black Caribbean pupils are more likely to attend schools in deprived areas, which often have fewer resources, less experienced teachers, and limited access to extracurricular opportunities (Harris and Leonardo, 2018). The compounding effects of racial discrimination and economic marginalisation create additional hurdles for Black Caribbean students to overcome in their pursuit of educational success (Fletcher-Dyer, 2023; Benson and Fiarman, 2020). This intersection highlights the complex nature of systemic and institutional racism within the education system and within wider public services, such as the police, the NHS and criminal justice bodies, that these young Caribbean students will come to experience and almost expect as a result of the institutional racism in schools (Strand, 2012).

The challenges and barriers to equality are demanding. There are deeply entrenched racist attitudes and practices within educational institutions that are not easily dismantled. There is a lack of cultural awareness and understanding among head teachers, teachers, government ministers and policymakers. This is exacerbated by insufficient representation of Black Caribbean perspectives in curriculum development and decision-making processes (Demie, 2023). This lack of representation leads to inadequate support and resources for schools serving predominantly Black Caribbean communities (Bhopal, and Brown, 2016).

3.3. Bias and Stereotyping

The stigmatisation and negative stereotyping of Black Caribbean students, particularly young Black boys, as violent and disruptive, perpetuated by media sensationalism and government

rhetoric, can have severe consequences (Perera, 2020. Connolly 1995). It may lead to lower educational attainment due to fear and prejudice from teachers, reduced self-esteem and negative self-image, increased likelihood of being caught in the school-to-prison pipeline, strained teacher-pupil relationships, mental health issues, reinforcement of systemic racism, and limited future opportunities (Strand, and Winston 2008).

The literature review highlights the common nature of bias and stereotyping that Black Caribbean students face within the secondary education system. These biases and stereotypes often stem from deeply ingrained societal prejudices and are reinforced through various channels, including media portrayals, political discourse, and even within educational institutions themselves. We are reminded of the stereotypical programmes such as ‘Mind your language’, ‘Love thy neighbour’, and ‘Till death do us part’, which were all main stream sitcoms that embedded those negative stereotypes. (Schaffer, and Schaffer, 2014). This is further increased with the predominately positive stereotypes of white celebrities often classed as ‘national treasures’ (Watts and Simpson 2020), versus the often-negative stereotypes given to Black male celebrities like musician and sportsmen. There is also limited positive representation of Black Caribbean individuals in educational materials and media (Sherwood, 1999).

One of the most harmful stereotypes that Black Caribbean students, particularly young Black boys, encounter is the perception of them as violent, disruptive, and academically disengaged (Hinsliff, 2022). These stereotypes can have a profound impact on the way teachers perceive and interact with Black Caribbean students, leading to unconscious bias (Magowan, 2023. Hathaway, 2016. Saunders and Wong, 2020).

Unconscious bias, which can influence the behaviour and decision-making processes without individuals being fully aware of it (Hart, 2004. Suveren, 2022). In the context of education, unconscious bias can manifest in the way teachers interpret and respond to the behaviour of Black Caribbean students. For example, a teacher may be more likely to perceive a Black Caribbean student's actions as disruptive or threatening, even if the same behaviour from a White pupil would be considered less problematic (Perera, 2020). This bias can lead to disproportionate disciplinary actions, such as increased detentions, suspensions, and exclusions, as well as lower academic expectations and support for Black Caribbean students' groups (Demie, 2021. Downey and Pribesh, 2004.). The impact of these biases and stereotypes on Black Caribbean students can be far-reaching (Wright *et al* ,2005). As highlighted in this review, research has shown that teachers with higher levels of implicit racial bias tend to have fewer positive interactions with Black students, leading to lower quality instruction and reduced academic performance (Jacoby-Senghor, *et al*, 2016). This can create a self-fulfilling prophecy, where Black Caribbean students internalise these negative expectations and begin to disengage from their education, continuing the cycle of underachievement and exclusion. Moreover, the constant exposure to negative stereotypes and biases can have a detrimental effect on the self-esteem and mental health of Black Caribbean students (Runnymede Trust, 2020). As discussed, it has been shown that experiencing racial discrimination and bias can lead to increased levels of stress, anxiety, and depression among Black Caribbean youth (Runnymede Trust, 2020; UCL, 2023). This can further exacerbate the challenges they face in navigating the education system and can contribute to a sense of alienation and disconnection from the school community. The consequences of these biases and stereotypes extend beyond the immediate educational experiences of Black Caribbean students. As highlighted in the introduction to this theme, the stigmatisation and negative stereotyping of Black Caribbean youth can increase their likelihood of being caught in the school-to-prison pipeline (Graham *et al.*, 2019. Robertson and Wainwright, 2020), with the disproportionate tendency for Black

Caribbean students to be pushed out of the education system and into the criminal justice system, often as a result of harsh disciplinary policies and practices that criminalise minor law-breaking. This pipeline can have devastating long-term consequences, limiting future opportunities and increasing the likelihood of poverty and marginalisation (Demie, 2023).

The unconscious bias and stereotyping that Black Caribbean students face in the education system are likely to follow them into later life, as they encounter similar prejudices and discrimination in the workplace, in interactions with the police, the criminal justice apparatus, and in other aspects of society (Boyd, 2019). This can create additional barriers to success and advancement and can further contribute to the systemic inequities that Black Caribbean individuals face throughout their lives (McLaughlin, and Clarke, 2010. Boyd, 2019). Addressing the issue of bias and stereotyping in education requires an approach that involves challenging and dismantling the prejudices and assumptions that underlie these attitudes (Gallardo, 2013 Fisher-Borne et al, 2015). This includes providing teachers and school staff with ongoing training and professional development opportunities that focus on cultural awareness, implicit bias, and anti-racist practices (Kempf, 2022). It also involves actively promoting positive representations of Black Caribbeans in the curriculum and school culture and creating spaces for open and honest discussion about race and racism within educational institutions. As part of this strategy, it is also essential to address the broader societal and structural factors that contribute to the continuation of these biases and stereotypes. This includes challenging media representations that promote negative stereotypes of Black Caribbean youth, and advocating for policies and practices that promote equity and inclusion in all aspects of society (Sherwood, 1999).

The theme of bias and stereotyping highlights the significant challenges that Black Caribbean students face in navigating an education system that is often shaped by prejudice and

discrimination. The literature review reveals the pervasive nature of these biases and their impact on the educational experiences and outcomes of Black Caribbean students. In addition, the continued exposure to negative stereotypes and biases can have a damaging impact on the self-worth and mental health of Black Caribbean students (Strand and Winston, 2008), alongside the many other intersectional challenges.

3.4. Lack of Representation in Positions of Influence and Power

One of the most prominent themes in the research, is the lack of diversity and representation within the curriculum. As discussed, the curriculum often fails to adequately represent the diverse histories, cultures, and contributions of Black Caribbean communities. This omission not only reinforces a Eurocentric view of knowledge but also marginalises the experiences and identities of Black Caribbean students (Ahmed, 2012). The absence of positive representations and role models personified in the curriculum can lead to feelings of isolation and detachment among Black Caribbean pupils (Wright, et al, 2020).

The literature review demonstrates the significant underrepresentation of Black Caribbean educators and leaders in positions of influence and power within the English education system (Gov. UK. 2023. Maylor 2020). This lack of representation can have significant consequences for Black Caribbean students, as the system fails to adequately understand and address their distinctive experiences and challenges (Rollock, 2012). The racial makeup of teachers in state-funded schools in England reveals a stark disparity between the proportion of white British teachers and the working-age population. In 2021, 85.1% of teachers were identified as white British, while only 70.8% of the working-age population belonged to this ethnic group (Gov.UK, 2023). This overrepresentation of white British teachers highlights the lack of diversity within the teaching workforce and raises concerns about the ability of the education system to effectively serve the needs of Black Caribbean pupil without adopting creative

solutions for the existing workforce such as diversity and unconscious bias training (Acar-Ciftci, 2019).

The underrepresentation of Black Caribbean teachers is even more pronounced in leadership positions. As noted, only 0.7% of headteachers identified as Black Caribbean, while Black Caribbean teachers represented just 1.1% of the overall teaching workforce (Gov.UK, 2023). This lack of Black Caribbean representation in positions of power and decision-making within schools can have a serious impact on the educational experiences and outcomes of Black Caribbean students (Wallace, 2020). Research identified in Wallace, (2020). has shown that having teachers and leaders who share similar cultural backgrounds and experiences can have a positive impact on pupil achievement and engagement. As detailed, students benefit from exposure to a variety of role models and mentors who share diverse backgrounds, as this fosters a sense of inclusion and supports the unique identities of each pupil (Wallace, 2020). However, when Black Caribbean students do not see themselves reflected in the leadership and teaching staff of their schools, it can contribute to a sense of isolation and disengagement from the education system. The lack of Black Caribbean teachers may also discourage potential Black Caribbean students eventually entering the profession. As Marian Wright Edelman famously stated, "You can't be what you can't see" (Edelman, 2015), emphasising the importance of representation and visible role models in inspiring and motivating individuals from underrepresented groups.

Moreover, the lack of Black Caribbean representation in positions of influence and power can continue a culture of low expectations and bias towards Black Caribbean students (Wright *et al*, 2016). As highlighted in this review, Diane Abbott, the most prominent and longest serving Black female Member of Parliament, has raised concerns about the potential for white female teachers to be influenced by societal stereotypes regarding Black boys, viewing them as

potential ‘rapper scallywags’ from a young age (Hinsliff, 2022). This type of bias and stereotyping can have a harmful impact on the academic expectations and support that Black Caribbean students receive from their teachers and school leaders. The underrepresentation of Black Caribbean educators and leaders can also limit the ability of schools to effectively address issues of systemic racism and discrimination within the education system (Maylor 2020). Research by Bhopal and Brown (2016) underscore the persistent barriers that Black, and minority ethnic (BME) staff face in attaining promotion opportunities, including institutional racism, experiences of exclusion and marginalisation, and feelings of being outsiders in environments traditionally preserved for elite white academics (Etchebarne, 2021). The underrepresentation of Black Caribbean voices in positions of power may lead to the overlooking or misunderstanding of the unique challenges, experiences, and perspectives of Black Caribbean students (Wright et al, 2020). Consequently, policies and practices may fail to address their specific needs adequately. Even more, positive equity policies might not be implemented with the same rigor and enthusiasm as other policies that are less focused on racial equity (Lopez, 2020).

To address the lack of representation in positions of influence and power, it is essential to implement targeted strategies and initiatives aimed at increasing the diversity of the teaching workforce and school leadership (Demie, 2021). This includes actively recruiting and retaining Black Caribbean teachers, providing mentorship and professional development opportunities, and creating inclusive and supportive school environments that value and celebrate diversity (Torres, 2004). As recommended by Bhopal and Brown (2016), practical steps such as ensuring representation of BME staff on influential interview panels and introducing quotas or targets to mandate better representation at senior levels can help to increase the diversity of school leadership. Additionally, providing ongoing training and professional development opportunities that focus on cultural competency, anti-racism, and inclusive practices can help

to create a more culturally responsive and equitable education system (Gallardo, 2013 Fisher-Borne et al, 2015). Moreover, the lack of representation in positions of influence and power can have long-lasting effects on the aspirations and opportunities of Black Caribbean students (Rollock et al, 2014). When young Black Caribbean individuals do not see themselves reflected in leadership roles and positions of authority, it can limit their own sense of what is possible for their futures. This can contribute to a cycle of underrepresentation and inequality that extends beyond the education system and into other aspects of society (Curtis, 2017).

Change has to enable an increase in the recruitment and retention of Black Caribbean teachers and leaders with targeted professional development and mentoring programs to support career advancement. The potential for bias in the recruitment and promotion process needs to be eliminated by having an inclusive and transparent procedure (Nkomo and Hoobler, 2014).

3.5. Conclusion

The analysis of the key themes arising from the literature review has provided a broad understanding of the factors contributing to the disproportionate exclusion rates among Black Caribbean students in England's secondary schools (Strand, 2012). The evaluation of systemic and institutional racism, bias and stereotyping, and the lack of representation in positions of influence and power (Ahmed, 2012) has shed light on the key factors that shape the educational experiences and outcomes of Black Caribbean pupils.

The widespread nature of systemic racism, exhibited through discriminatory policies, practices, and a lack of cultural diversity in the curriculum, creates an educational environment that can disadvantage and alienate Black Caribbean pupils (Runnymede, 2020). The impact of unconscious bias and negative stereotyping further compounds these challenges, influencing teachers' perceptions, expectations, and treatment of Black Caribbean pupils (Vincent and Ball, 2007). The underrepresentation of Black Caribbean teachers and leaders in positions of power

and influence within the education system contributes to a persistent failure to fully comprehend and effectively tackle the distinct challenges and requirements faced by Black Caribbean pupils (Maylor 2020). This lack of representation on the surface appears to hinder the development and implementation of policies and practices that effectively support the academic, social, and emotional well-being of this demographic.

The historical policies of the 1950s and 1960s, such as the "bussing" of immigrant children and the failure to recognise and celebrate cultural differences, raise an important question. If educational authorities and society had taken a more positive and inclusive approach back then, acknowledging and valuing the diverse backgrounds of Black Caribbean pupils, would we still be facing the current challenges of disproportionately high exclusion rates, lack of cultural diversity in the curriculum, and the persistence of conscious and unconscious biases in the education system today? Had there been a concerted effort to create a more welcoming and supportive environment for Black Caribbean pupils during that crucial period, it is possible that the foundations for a more equitable and inclusive education system could have been laid. By recognising and addressing the unique needs and experiences of these pupils, providing a more culturally responsive teaching method, and actively challenging stereotypes and prejudices, schools could have fostered a sense of belonging and empowerment among Black Caribbean pupils. In addition, if the curriculum had been designed to reflect and celebrate the rich cultural heritage and contributions of Black Caribbean communities, it could have helped to counter the negative stereotypes and promote a more positive self-image among these pupils. This, in turn, could have led to better educational outcomes, reduced exclusion rates, and a more inclusive school environment. While it is impossible to say with certainty how different the current situation would be, it is clear that the legacy of past policies and attitudes continues to shape the experiences of Black Caribbean pupils in England's secondary education system today.

Methodological approaches

The literature review revealed a range of methodological approaches employed in studies investigating the experiences of Black Caribbean pupils and school exclusion in England. Quantitative methods (Creswell and Creswell, 2017), such as statistical analyses of exclusion rates and achievement data, were commonly used to establish the disproportionate representation of Black Caribbean students in exclusion statistics for example (Demie, 2021; Gillborn & Demack, 2018). However, these quantitative approaches (Muijs, 2010) often lacked deeper exploration of the underlying factors and lived experiences contributing to these disparities.

Qualitative methodologies (Denzin and Lincoln, 2017), including interviews, focus groups, were utilised by researchers such as (Wright et al., 2005; Graham et al., 2019) to gain insights into the perspectives and narratives of Black Caribbean pupils, their families, and teachers. These methods provided valuable first-hand accounts and rich contextual data, but their findings may be limited in due to smaller sample sizes or localised contexts, such as research by Demie (2021) focused on schools in London Boroughs.

Some studies (e.g., Strand, 2012; Gillborn et al., 2017) employed mixed methods approaches (Creswell and Creswell, 2017), combining quantitative data analysis with qualitative exploration, thereby offering a more comprehensive understanding of the issue. However, the integration of these different methodological approaches was not always seamless, and the rationale for the chosen methods was not consistently articulated by the researchers.

While the existing literature has shed light on various aspects of the research topic, there are limitations and gaps in the methodological approaches employed. For example, few studies have adopted longitudinal or participatory action research designs, particularly the inclusion of

pupils and parents in research, which could provide deeper insights into the long-term impacts of exclusion and potential solutions from the perspectives of those directly affected. Addressing this issue in particular requires a sustained and collaborative effort from Head Teachers, Governors, policymakers, and communities to increase the diversity of the teaching workforce and school leadership. They need to challenge systemic barriers and amplify the voices and experiences of Black Caribbean students and their families.

The discussion presented in this section directly addressed the research question and objectives by evaluating the methodological approaches in existing research, examining the identified factors contributing to disproportionate exclusion rates, analysing the impact of curriculum and representation, and comprehensively exploring the consequences and long-term impacts of exclusion on Black Caribbean students. By consolidating and integrating findings from various sources, the discussion provides a nuanced understanding of the complex interplay of factors influencing the educational experiences and outcomes of Black Caribbean pupils in England. These insights inform the recommendations presented in the subsequent section, which aims to guide future research and interventions to address the disproportionate exclusion rates and promote a more equitable and inclusive educational landscape for Black Caribbean pupils in England.

4. CONCLUSION AND RECOMMENDATIONS

Introduction

The disproportionate exclusion rates of Black Caribbean students in England's secondary education system are a stark reminder of the inequalities and systemic barriers that continue to hinder their academic success and overall well-being. This review of research and statistics on this topic has examined the complex factors contributing to this issue, drawing upon the work of leading scholars, government statistics, and commissioned reports. The findings shed light on the pervasive nature of systemic and institutional racism, unconscious bias among educators, and a lack of cultural awareness within the education system, all of which combine to create an environment that disadvantages Black Caribbean students.

The literature review has identified three key themes that underpin the disproportionate exclusion rates. Each of these themes highlights specific challenges faced by Black Caribbean students and the urgent need for targeted interventions and policy changes to address these inequities.

Theme 1: Systemic and Institutional Racism

The literature review highlights the widespread nature of systemic and institutional racism within the English education system, particularly in secondary education institutions (Gillborn, 2002). Key examples include the lack of cultural diversity and representation within the curriculum, which fails to adequately represent the diverse histories, cultures, and contributions of Black Caribbean communities (Strand, and Winston, 2008), and the disproportionate use of disciplinary measures against Black Caribbean students, who face harsher punishments at significantly higher rates compared to their white counterparts (Simson, 2013; DeMatthews, *et al*, 2017; Perera, 2020).

Recommendation 1

- *Establish a permanent panel within the Department for Education to deliver targeted strategies and interventions at the school level to address disparities in exclusion rates.*
- *The panel should have the authority to hold schools accountable for their exclusion rates and ensure the implementation of best practices based on evidence from comprehensive studies into the reasons for exclusions.*

Recommendation 2

- *Ofsted should place greater emphasis on inclusion and diversity in their school evaluations, assessing how effectively schools address disparities and develop an inclusive curriculum.*
- *Ofsted should use the success factors identified by Demie (2023) in London schools, such as effective leadership, high-quality teaching, and targeted support for ethnic minorities, to guide their assessments and recommendations, encouraging schools to prioritise equity and create a more inclusive environment.*

Theme 2: Bias and Stereotyping

As discussed, the review also reveals a common theme of bias and stereotyping that Black Caribbean students face within the secondary education system, stemming from deeply ingrained societal prejudices reinforced through various channels, including negative media portrayals and political discourse. One of the most damaging stereotypes encountered by Black Caribbean students, particularly young Black boys, is the perception of them as violent, disruptive, and academically disengaged, which can significantly influence teachers' perceptions and interactions with them, leading to unconscious bias in their behaviour and decision-making, particularly when it comes to disciplinary measures.

Recommendation 3

- *Implement mandatory and ongoing unconscious bias and cultural competence training for all teachers, school leaders, and support staff, with consideration for whole-school unconscious bias training for all internal stakeholders including pupils.*
- *Recurring refresher courses and workshops to embed anti-bias practices in school culture.*

Recommendation 4

- *Develop and incorporate inclusive curriculum materials that celebrate the accomplishments, contributions, and experiences of Black Caribbean individuals across various subjects, using an imaginative approach featuring Black Caribbean authors, scientists, historical figures, black politicians, and other black role models.*

Recommendation 5

- *Implement robust mentoring schemes, particularly targeting Black Caribbean boys, to provide guidance, role models, and a safe space for students to discuss their challenges and aspirations.*
- *Consider assigning white mentors to work closely with Black Caribbean students, to challenge unconscious biases and negative stereotypes, increase empathy and awareness, and demonstrate a commitment from the dominant group to dismantle structures that disadvantage students based on race or ethnicity.*

Theme 3: Lack of Representation in Positions of Influence and Power

There is a substantial lack of Black Caribbean representation not only in teaching roles but also in influential and leadership roles throughout England's education system that has serious consequences for Black Caribbean students, as the system fails to adequately understand and address their unique experiences and challenges, directly contributing to higher exclusion rates among this group. The research stresses the importance of having teachers and leaders who share similar cultural backgrounds and experiences, as it can positively influence pupil achievement and engagement.

Recommendation 6

- *Implement a targeted talent management strategy to increase the representation of Black Caribbean teachers and school leaders including, establishing partnerships with universities and external training providers to attract Black Caribbean students to teacher training programs and leadership qualifications.*
- *Review school recruitment and promotion practices to ensure inclusivity and freedom from bias, including diverse interview panels.*

Recommendation 7

- *Develop and fund professional development programs designed to support and empower Black Caribbean teachers, focusing on leadership skills, cultural competence, and navigating unique challenges faced in the education system.*
- *Invest in the growth and development of Black Caribbean educators including provision of financial incentives and support for Black Caribbean teachers and create meaningful mentoring networks to foster career development and advancement.*

Conclusion

The conclusion of this research emphasises the urgent need for targeted interventions and policy changes to address the deep-rooted inequality contributing to the disproportionate exclusion rates of Black Caribbean students in England's secondary education system. The findings highlight the importance of amplifying the voices and experiences of these students and their families in the development of policies and practices that impact their education.

Future research should focus on qualitative studies exploring the lived experiences and perspectives of excluded Black Caribbean students to inform the design of more effective interventions and support systems. Additionally, research on mentoring programs involving both black and white role models is recommended to promote a holistic and collaborative approach in addressing excessive exclusions.

The impact of implementing the proposed recommendations could be significant and far reaching. By establishing a dedicated body within the Department for Education to drive change, promoting accountability through Ofsted inspections, providing comprehensive teacher training on unconscious bias and cultural competence, and adopting a proactive, whole-school approach to understanding and addressing pupil behaviour, schools can work towards creating a more equitable and inclusive education system.

Ultimately, dismantling the systemic barriers that perpetuate disparities in exclusion rates will require a sustained commitment, collaboration, and a relentless pursuit of fairness from all stakeholders. By mobilising the collective will of policymakers, educators, families, and communities, and drawing upon the expertise of scholars and practitioners, it is possible to

build an education system that upholds the values of equity, inclusion, and opportunity for all students, leading to a more equitable society.

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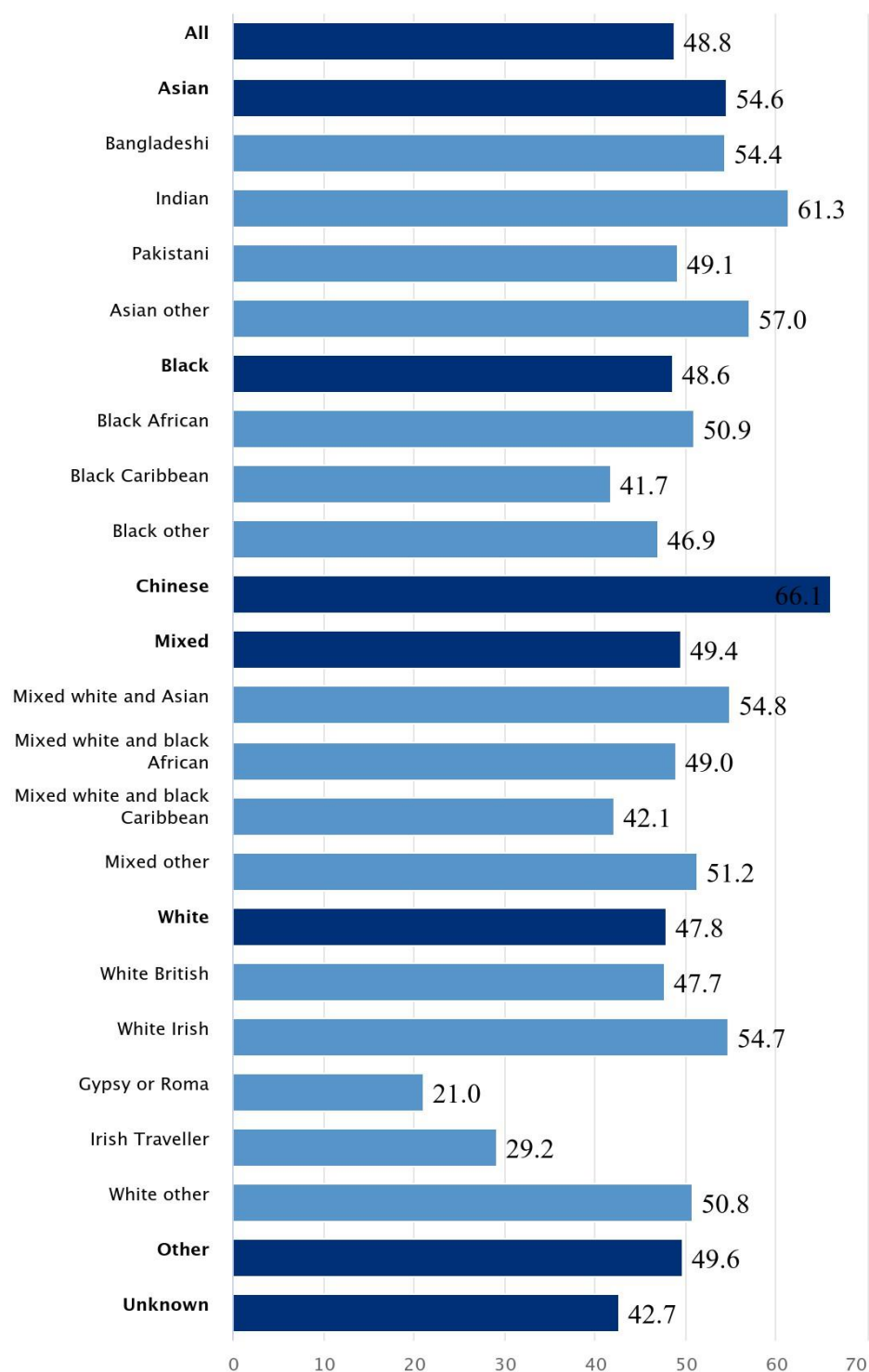
6. APPENDICES

6.1. Appendix 1: Permanent Exclusion Rate, and Number of Permanent Exclusions, by
Ethnicity In 2020 To 2021. GOV.UK

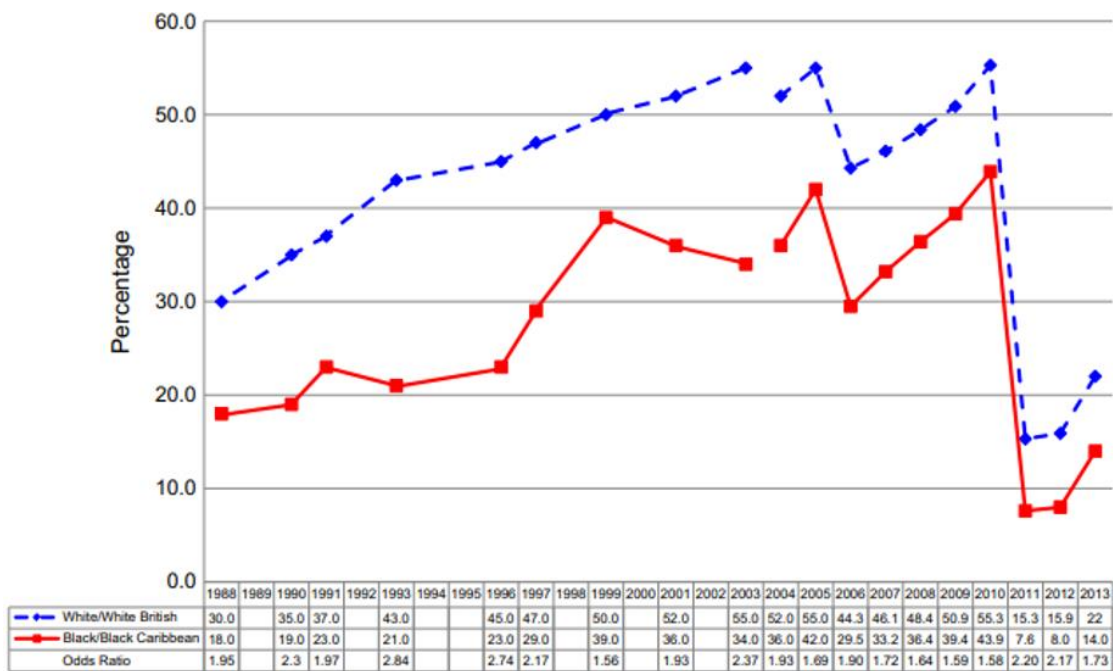
	State-Funded Primary		State-Funded Secondary		Special		Total	
Ethnicity	Rate	Number	Rate	Number	Rate	Number	Rate	Number
Asian	0	7	0.05	199	0.01	2	0.02	208
Bangladeshi	0	0	0.06	39	0	0	0.03	39
Indian	0	2	0.02	18	0	0	0.01	20
Pakistani	0	4	0.07	119	0.02	1	0.03	124
Asian Other	0	1	0.03	23	0.04	1	0.02	25
Black	0.01	20	0.09	200	0.02	2	0.05	222
Black African	0.01	10	0.07	98	0.02	1	0.03	109
Black Caribbean	0.01	6	0.16	63	0.06	1	0.08	70
Black Other	0.01	4	0.15	39	0	0	0.07	43
Chinese	0	0	0.01	1	0	0	0	1
Mixed	0.01	30	0.14	303	0.03	3	0.06	336
Mixed White And Asian	0.01	6	0.09	48	0	0	0.04	54
Mixed White And Black African	0	2	0.13	37	0	0	0.05	39
Mixed White And Black Caribbean	0.02	13	0.26	137	0.12	3	0.12	153
Mixed Other	0.01	9	0.1	81	0	0	0.05	90
White	0.01	326	0.11	2,641	0.04	37	0.05	3,004
Gypsy, Roma	0.03	5	0.46	39	0.4	2	0.18	46
Irish Traveller	0.04	2	0.29	4	0	0	0.1	6
White British	0.01	305	0.11	2,445	0.04	34	0.05	2,784
White Irish	0	0	0.13	13	0	0	0.06	13
White Other	0	14	0.06	140	0.02	1	0.03	155
Other	0	2	0.07	52	0	0	0.03	54
Unknown	0.01	7	0.14	96	0	0	0.08	103

6.2. Appendix 2: Average Attainment 8 score (out of 90.0), by ethnicity

Title: Average Attainment 8 score (out of 90.0), by ethnicity. Location: England. Time period: 2021 to 2022 school year. Source: Key stage 4 performance, academic year 2021 to 2022 | Ethnicity Facts and Figures GOV.UK



6.3. Appendix 3: 25 Years of the Black/White Gap-Moving the goalposts 1988-2013



6.4. Appendix 4: A Survey of the Factors that Contributed to Underachievement of Black Caribbean Pupils

School factors	Not at all	Slight	Moderate	High
Marginalisation	8%	27%	50%	15%
Recruitment and training issues of teachers/staff	15%	26%	37%	22%
Institutional racism	8%	46%	27%	19%
Teachers' low expectations	7%	48%	26%	19%
Lack of diversity in the school workforce	11%	44%	30%	15%
Rigid school behaviour policy	22%	41%	30%	7%
Home factors				
Lack of parental engagement schooling	0%	37%	41%	22%
Lack of parental aspiration	0%	37%	52%	11%
Single parent	7%	37%	44%	11%
Pupil factors				
Low literacy levels	0%	12%	73%	15%
The effects of poverty	0%	19%	26%	56%
Lack of positive role models	4%	22%	44%	30%
Lack of targeted support	7%	30%	33%	30%
Social class issues	4%	33%	41%	22%
Curriculum barriers	7%	37%	30%	26%
Peer group pressure	4%	42%	35%	19%
Lower tier entry in school ability group	11%	37%	33%	19%
School exclusions	30%	19%	37%	15%
Perceived loss of culture	11%	44%	41%	4%

(Demi, 2003, p. 15).

6.5. Appendix 5: Ethics Form

APPLICATION FOR ETHICAL APPROVAL ECED7010

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity.

Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Andy Wynter			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	Humanities and Social Sciences
Campus:	Carmarthen
Student E-mail address:	2206369@student.uwtsd.ac.uk
Contact Telephone Number:	07415097076

For students:	
Student Number:	2206369
Programme of Study:	MA Equity and Diversity in Society
Director of Studies/Supervisor:	Dr Caroline Lohmann-Hancock

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				Date
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) MA EDS Supervisor	☒	Xx/xx/xxxx	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
<u>UWTSD Research Ethics and Integrity Code of Practice</u>	☒
UWTSD Research Data Management Policy	☒
British Sociological Association Ethical Guidelines	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
Is your research externally funded	YES	☐	NO	☐	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐

Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How does existing research on the educational experiences of Black Caribbean students and school exclusion in England contribute to our understanding of the complex factors behind their disproportionately high exclusion rates?		
Proposed start date:	01/10/23	Proposed end date:	14/03/24
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • What the research activity will add to the body of knowledge • How it addresses an area of importance.			

Purpose of Research Activity

The purpose of this literature review is to undertake an examination of the existing body of research related to the educational experiences of Black Caribbean students in England, particularly focusing on school exclusion, and to derive a comprehensive understanding of the factors contributing to their disproportionately high exclusion rates. The broader context of educational inequality and the achievement gap will be examined to comprehend differences in school exclusion rates. (Ladson-Billings 2006). The intersection of race, class, and educational inequality is key to understanding the challenges faced by Black Caribbean students within England we. (Gillborn 2008)

The factors that contribute to the high rate of exclusions among Black Caribbean students will be discussed including the institutional factors and practices within educational systems that may contribute to school exclusions for Black Caribbean students. (Gillborn 2008) The role of racism and its impact on education, is also pertinent to understanding exclusion rates within England. In addition, exploring ‘the relationship between achievement and inclusion in mainstream schools in England’ (Farrell *et al*, 2007)

The impacts of exclusion among this group will also be studied, including the consequences for Black Caribbean students in the England; understanding the impacts this has on social mobility and the poor outcomes for Black Caribbean men in particular. (Mirza and Warwick 2022) In addition to social mobility impacts research suggests the issues of social class and inclusion in higher education, is relevant for understanding the long-term impacts of exclusion for Black Caribbean students, with feeling they are “not good enough” for further education. (Archer and Yamashita, 2010)

The research will undertake a literature review on existing research concerning the educational experiences of Black Caribbean students and school exclusion in England, with the aim of synthesising and evaluating this body of work to gain a comprehensive understanding of the complex factors influencing their disproportionately high exclusion rates.

Aims of Research Activity

The aim of this literature review is to identify and analyse the factors contributing to the disproportionately high exclusion rates of Black Caribbean students in England, and to gain an understanding of specific factors including institutional, social, economic factors in addition to the role of racism in educational systems. Racial discrimination and biases has a major impact on the experience for Black Caribbean students in England, which in turn leads to higher rates of exclusion among this demographic group. (Gillborn 2008). A comprehensive examination of this is an essential aim in the context of this literature review.

The literature review will examine the intersection of race, class, and educational inequality in the context of Black Caribbean students' educational experiences in England. Societal perceptions, and in turn teacher's expectations of Black Caribbean students alongside class dispositions affect students' educational journeys. (Vincent and Ball, 2007). Arday and Mirza's research (2018) on dismantling race in higher education offers an understanding of the efforts to address racism and whiteness within academic institutions. Moreover, Gillborn and Youdell (2000) shed light on the policy and practice aspects of educational inequality, presenting a critical viewpoint on the topic.

In the broader context of educational inequality and the achievement gap in relation to differences in school exclusion rates among Black Caribbean students. The experience of Black Caribbean students moving to higher education adds value to the understanding of the educational inequalities that impact on their journey through the entire educational system. (Rollock 2012)

There are numerous and complex consequences of exclusion on Black Caribbean students in England, with a particular emphasis on its impact on social mobility and the outcomes, especially for Black Caribbean men. Research highlights the need to gain a nuanced understanding of how exclusion influences the long-term prospects, career, and educational journeys of Black Caribbean students.

Sewell (2009) examines the educational experiences and challenges faced by Black Caribbean boys in the UK, providing a foundational understanding of the challenges faced by this demographic group. Vincent's (1998) review of research on racism in education further reveals these issues, demonstrating the systematic marginalisation and exclusion of Black Caribbeans within the UK education system.

This research will highlight the issue pertaining to the educational experiences and exclusion rates of Black Caribbean students in England. By analysing the available literature, the research aims to draw meaningful conclusions and enhance understanding of the complex factors that underpin the disproportionately high exclusion rates among this demographic.

References:

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Objectives of Research Activity.

- To explore the factors contributing to the disproportionately high exclusion rates of Black Caribbean students in England, including the role of racism, institutional bias, and social, economic, and educational factors.
- To assess the long-term effects of exclusion, with a focus on social class and inclusion in higher education for Black Caribbean students, examining how exclusion influences their perceptions of suitability for further education and high-profile career opportunities.
- To comprehensively examine the consequences of exclusion on the educational experiences and attainment of Black Caribbean boys and Black Caribbean students, shedding light on their academic challenges and long-term prospects.
- To synthesise and critically evaluate the existing body of research on the educational experiences and exclusion rates of Black Caribbean students in England, drawing meaningful conclusions and offering insights to address the challenges and disparities they face.

Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.		
• N/A as a Literature Review This is an extended literature review aimed at exploring and analysing the current literature and themes in the field. The focus is on existing research, studies, reports, and scholarly publications that have addressed the educational experiences and exclusion rates of Black Caribbean students in England.		
Location of research activity Identify all locations where research activity will take place.		
• N/A as a Literature Review Desk Research		
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.		
• N/A as a Literature Review		
Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
	YES	☐
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☐	☒
Use of diaries?	☐	☒
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒

Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here: (this box should expand as you type)		
Participant numbers and source		

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	N/A as a Literature Review <i>(this box should expand as you type)</i>
Who will the participants be?	N/A as a Literature Review <i>(this box should expand as you type)</i>
How will you identify the participants?	N/A as a Literature Review <i>(this box should expand as you type)</i>

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☒
Will you tell participants that their participation is voluntary?	☐	☐	☒
Will you obtain written consent for participation?	☐	☐	☒
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☒
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☒
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☒
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			

(this box should expand as you type)

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

- N/A as a Literature Review. No participants or data collection in this study

(this box should expand as you type)

How will you mitigate the Risk to Participant

- N/A as a Literature Review

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

- N/A

(this box should expand as you type)

Risks to investigator

Risk to Investigator:

1. Misinterpretation of existing research is a significant concern in secondary research. Without a clear understanding of the original studies, there is a risk of misrepresenting the findings, misapplying concepts, or drawing incorrect conclusions.
2. Unintentional plagiarism which could harm the credibility and integrity of research
3. Risk of being accused of bias in the selection and analysis of sources.

How will you mitigate the Risk to Investigator:

1. Thoroughly review the original research papers or studies, paying close attention to their methodologies, research questions, and results. Use a systematic approach to analyse and interpret the findings to ensure accurate representation.
2. Follow established citation and Harvard referencing guidelines meticulously, ensuring that all sources are properly cited and referenced.
3. Develop clear criteria for source selection and inclusion, specifying what types of sources will be considered and why.

4. Engaging with sensitive and potentially distressing literature about exclusion, discrimination, and disparities in education may affect my emotional well-being, particularly being part of the demographic being researched. 5. Literature review undertaken in investigators own home – health and safety risk would only be ergonomic.	4. It is important to maintain a balance throughout the research process. Setting boundaries on the amount of material reviewed in a single session and practicing mindfulness 5. Set up an ergonomic workspace that includes a comfortable chair and a well-designed desk or work surface. Ensure that the computer monitor is at eye level, and the keyboard and mouse are positioned to minimize strain on the wrists and shoulders. Ensure good lighting to reduce eye strain. Natural light is ideal, but if not available, use adjustable and adequate artificial lighting. Schedule regular breaks to stand up, stretch, and move around.
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University/institutional risks

For example: adverse publicity, financial loss, data protection

Risk to University: The institution may face adverse publicity if the findings or interpretations of the secondary research are controversial or misinterpreted. There may be concerns about data protection if the institution is handling or storing sensitive data in the research process even though the data being held is likely to be secondary	How will you mitigate the Risk to University: Develop a clear and well-defined communication strategy to convey the purpose and methodology of the secondary research. Ensure information is gained from reliable sources Comply with data protection and privacy regulations if sensitive data is being handled. Implement data security measures when storing or accessing sensitive information, following the institution's data protection policies.
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Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☐	☐	☒

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
N/A as a Literature Review <i>(this box should expand as you type)</i>
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
N/A as a Literature Review <i>(this box should expand as you type)</i>
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
N/A as a Literature Review <i>(this box should expand as you type)</i>
N/A as a Literature Review

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics,	☐	X

(h) biometric data (as used for ID purposes),		
If YES, provide a description of the special category data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage UWTSD or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
N/A as a Literature Review. – Data stored will be obtained from publicly available sources. Therefore, no risk as information is already publicly available. I will be using UWTSD cloud storage and therefore any comments on work from my supervisor or myself within the text, as a draft, will not be publicly available.		
(this box should expand as you type)		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails, or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
N/A as a Literature Review		
(this box should expand as you type)		
List all who will have access to the data generated by the research activity:		

Andy Wynter <i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Andy Wynter <i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
- Kept for the length of the project then the raw data will be destroyed - Once the dissertation has been marked and I have graduated all data will be destroyed. <i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
N/A - MA Dissertation Project <i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice		
Signature of applicant:	Andy Wynter	Date: 04/11/23

For STUDENT Submissions:

Director of Studies/Supervisor:	Associate Professor C Lohmann-Hancock	Date: 10/11/2023
Signature:	Associate Professor C Lohmann-Hancock	

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
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Signature:		
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Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) <i>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</i>
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

6.6. Appendix 6: Proposal Form

Institute of Education and Humanities/ Yr Athrofa Addysg a'r Dyniaethau

MA Dissertation Approval Form/ Ffurflen Gymeradwyo Traethawd Hir MA ECGE7002Q/ECED7010

Student Name/ <i>Enw Myfyriwr</i>	Andy Wynter		
Degree Scheme/ <i>Cynllun Gradd</i>	Equity and Diversity in Society		
Start date/ <i>Dyddiad cychwyn</i>	October 2023	End Date / <i>Dyddiad TBC</i>	May 2024a

Title of Dissertation

Critical evaluation of research into the experience of Black Caribbean pupils and school exclusion in England

Research Question

What are the methodological strengths and limitations of existing research investigating the experiences of Black Caribbean pupils and school exclusion in England, and how do these considerations influence our understanding of the complex factors contributing to their disproportionate rates of exclusion?

Aims and Objectives

Aims

- To assess the methodological rigor of existing research
- To identify gaps and limitations in the current body of research
- *To examine key themes and factors identified that contribute to school exclusions for Black Caribbean pupils*
- *To examine the impact of curriculum on school exclusions for Black Caribbean pupils (Black History month impacts)*

Objectives

- Comprehensive literature review of research articles, reports, interviews, and related studies into *school exclusions for Black Caribbean pupils*
- Evaluate research methodologies used across the research documents
- *Discuss common themes and findings*
- *Examine institutional factors and practices*
- *Consider intersectional practices*
- *Proposed recommendations for future research*

Outline of your Dissertation/ Amlinelliad o'ch Traethawd Hir

Introduction

Introduction to the topic and its significance in the context of educational equity and social justice.
Research aim, objectives, and research question.

Literature Review

Introduction - Introduction to the literature review section.

Theme 1: Understanding School Exclusion and its Disparities

- Overview of the concept of school exclusion and its implications.
- Previous research findings on the disproportionate rates of school exclusion among Black Caribbean pupils.
- Exploration of key factors contributing to these disparities.

Theme 2: Experiences of Black Caribbean Pupils in the Education System

- Examination of the experiences, challenges, and barriers faced by Black Caribbean pupils in the UK education system.
- Discussion of the impact of teacher expectations, cultural biases, and institutional practices.

Theme 3: Methodological Approaches in Existing Research

- Evaluation of different research methodologies employed in studies on school exclusion among Black Caribbean pupils.
- Analysis of the strengths and limitations of these methodologies.
- Conclusion

Methodology and Methods

Introduction

Context of Study

Provide context for the research, including an overview of the educational landscape for Black Caribbean pupils and school exclusion in England.

Justification for Methodology

Explanation of the chosen research methodology, addressing its alignment with research aims and benefits for the study.

Methods Population and Sample

Discussion of the target population, sample selection of current research

TBC Questionnaire

- N/A

TBC Interviews

- N/A

TBC Focus Group

- N/A

Ethics

- Discussion of ethical considerations for researcher
- Discussion of ethical considerations for research authors? (not sure on this)

Reliability/Validity/Transferability/Trustworthiness etc

- Explanation of strategies employed to enhance the reliability and validity of the study's findings.

Data Analysis

- Description of the data analysis process used by researchers including qualitative and quantitative techniques.

Conclusion and Recommendations

- Overview of your Dissertation
- Then link your Research Question to your discussion.
- Then make Recommendation(s)

Reference List

- Usual practice

Appendices

- Appendix 1: Proposal Form
- Appendix 2: Ethics Form
- Appendix 3: TBC

Short Introductory Bibliography: *Llyfryddiaeth rhagarweiniol byr*

Proposed Supervisor/*Goruchwyliwr awgrymedig*

Please indicate whether ethical approval for project is needed – YES/NO

Nodwch a oes angen cymeradwyaeth foesegol ar gyfer y prosiect - OES / NAC OES

Please indicate whether sufficient resources are available for the project – YES/NO

Nodwch a oes digon o adnoddau ar gael ar gyfer y prosiect - OES / NAC OES

The above topic, proposal, and supervisor have been agreed:

Cytunwyd ar y pwnc, y cynnig a'r goruchwyliwr uchod:

Signed : ...Associate Professor C Lohmann-Hancock..Programme Director/
Llofnod Cyfarwyddwr y rhaglen

Date 1 October 2023

Dyddiad

Please return this form to your Programme Director.

Dychwelwch y ffurflen hon at eich Cyfarwyddwr Rhaglen.