

# NO MORE EXCLUSIONS

A NEW GRASSROOTS COALITION MOVEMENT IN  
EDUCATION. NOT AFRAID TO BE RADICAL.

13.3.19



# WHO ARE WE?



- **Zahra Bei** - Qualified secondary school teacher with twenty years experience in both mainstream and alternative provisions. Co-Founder of No More Exclusions. NEU school representative for six years. NEU Black Equality Officer for Waltham Forest. Co-Founder of Mentoring Great Minds and Youth Club Manager in Redbridge. Recently completed a Master's Degree in Social Justice and Education at UCL/IOE. In January 2019 produced empirical research focusing on 'race', SEND, school exclusions and the lived experience of Black excluded boys from an East London PRU.
- **Cedric Whilby** - Trained Youth & Community worker with over 12 years experienced as a senior manager in education. His training specialisms, includes alternative provision commissioning, contract managing, project monitoring, evaluation, offsite KS3/4 programme development and pastoral coaching. Recently, appointed Executive Lead for Attendance's and Wellbeing for an Alternative Provision Providers in East London. He has also as sat on a number of pan-London Local Authorities strategic panels on Alternative Provision and PRU's. Cedric as also made contributions to key policy briefing and reports on the quality of alternative provisions for those children who are excluded from, or who for some other reason unable to attend school. Co-Founder of No More Exclusions.
- **Alanna O'Garro** - Managing Director of Rivers Coaching. Alanna is also an educational and social activist who is extremely tired of a broken system. She runs the educational social enterprise called Rivers Coaching which coaches teachers (who work in resource-deprived areas) to embed radical processes that will counter social inequality. No More Exclusions Teacher Training and Curriculum Working Group Lead
- **Joshua Moses** - Advocate at CEN, advising, supporting and representing parents on their child's exclusion issue. I served previously as an elected youth councillor in Southwark identifying solutions to the three areas of concern for young people within the borough: fear of crime, lack of employment opportunities and raising aspirations."
- **Jonathan Bob-Amara** - Community leader in the London borough of Croydon, who sits on the local authority strengthening communities board. Lead on community cohesion and diversity in Croydon, Chairman, board of directors Parade of Nations Croydon. Youth Lead, mentor, counsellor and Exclusions Advocate U.K.

# WHAT IS NME?

No More Exclusions is a new **grassroots coalition movement in education** made of community activists, organizations and individuals **united to take radical and structural actions.**

No More Exclusions will contribute to the creation of a **new quality inclusive model of education.**

No More Exclusions' shared values are:  
**social justice, equality, inclusion, solidarity, empathy and quality education for all children.**

**Current membership: 105**

**Founded: 14<sup>th</sup> October 2018**

## Who are NME's Change Initiators:

*Young people and ex-PRU students, teachers, mental health practitioners, union reps and other union members, published authors, academics and researchers, undergraduate and postgraduate students, parent advocates, registered nurses, parents, film makers, media and PR specialists, ICT specialists, local councillors, a council deputy mayor, journalists and various other campaigners and activists.*



# OUR **NME** SHARED VISION



NME's mission is:

To bring about **an end to the persistent race-disparity in school exclusions** in the next 5 years.

To affect **change at legal, policy, practice and cultural level in education and society** over the next 10 years.

We want an education system that works for all



# NME: WHOSE VOICE?



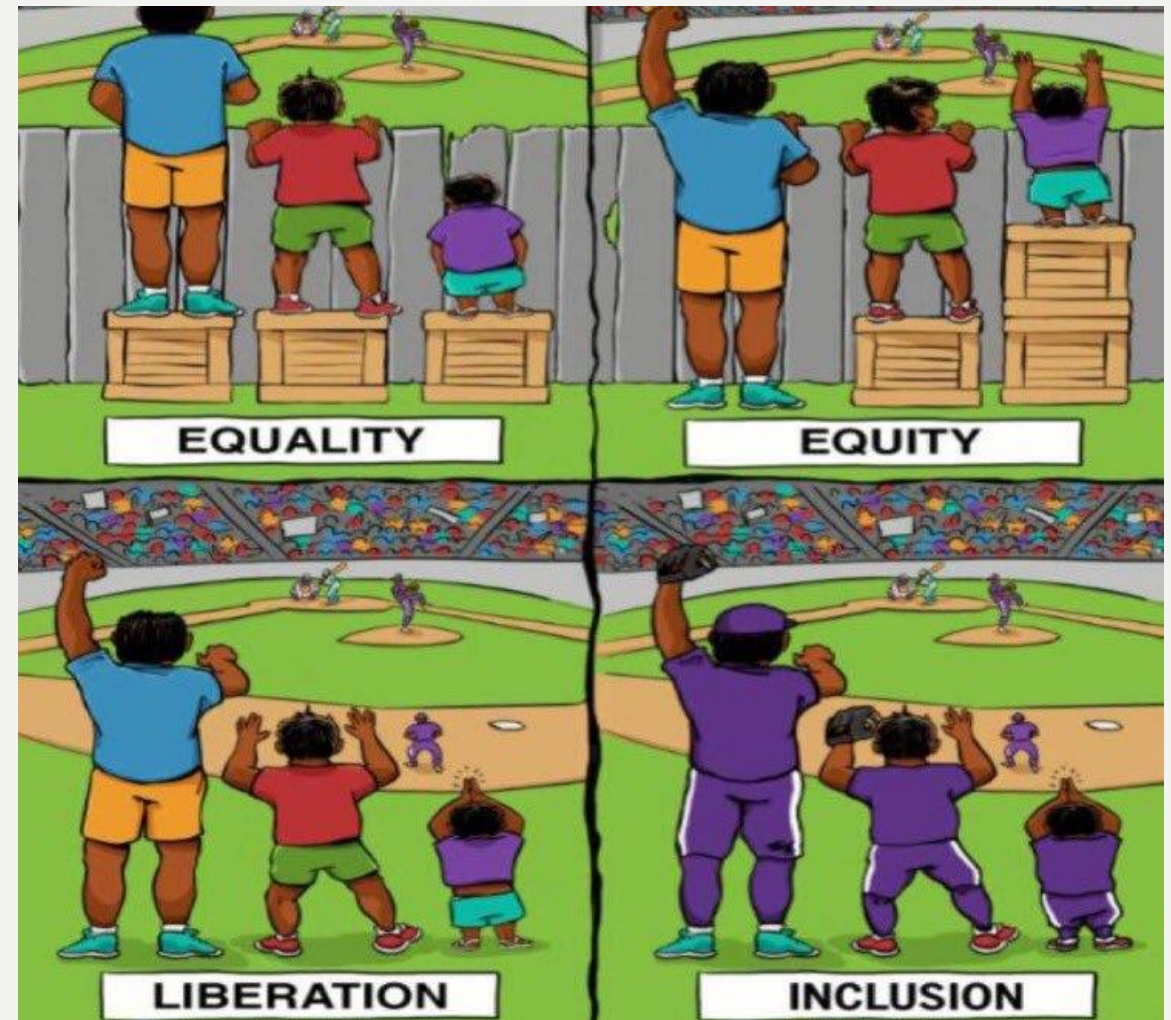
No More Exclusions has a 'bottom-up' approach and a decentralized structure.

No More Exclusions privileges the voices of children, young adults and families who have experienced school exclusion in their lives.

NME will **always** centre marginalized and silenced voices until they are no longer marginalized nor silenced.

## Message from Jerry

<https://www.youtube.com/watch?v=vxe5ifuwPdc>



# NME: AIMS

1. To tackle disproportionality in school exclusion for Black children, particularly boys.
2. To campaign for the abolition of school exclusion in Britain. This will be a demand for radical, legal (law and policy) and cultural change (practice and attitudes) in Britain, grounded in a RIGHTS-of-the-CHILD-based approach.
3. To raise awareness and democratise knowledge.
4. To build confidence and capacity in the community, especially amongst parents and excluded or at risk children, to address school exclusion, including advocacy work.
5. To develop strategies to engage statutory and non-statutory bodies in reducing school exclusions.



# REDUCING EXCLUSIONS



1. **Make a Pledge - Zero Exclusions and Quality Inclusive Education for All**
2. **Relationships focus in schools**
3. **Restorative justice focus (not punitive) i.e. Solution-focused coaching**
4. School counselling; Pastoral care; Health and well-being focus
5. Ban Zero Tolerance Behaviour Policies and practice
6. Demand greater transparency from ALL schools
7. Create Greater Accountability
8. Review and Update Teacher Training Core Standards
9. Work in partnerships with parental advocates, community support and services signposted i.e. CEN, PARC
10. Work in partnerships with SEND Specialist advocates. Disseminate their knowledge and expertise i.e. Teacher Training
11. Set up new standards, monitoring systems and penalties i.e. to prevent off-rolling
13. Record, monitor and notify parents anytime a child is taken out of a lesson
14. Implement lesson by lesson registers
15. Define what counts as "being in school"
16. Be clear that: Inclusion units/isolation booths/managed moves/off-rolling are still exclusion

# WHY THE **DISPARITY?**



Detailed qualitative research has revealed that:

1. The persistent problem of **stereotyping and unconscious bias** in the treatment of Black students. Sometimes despite their best efforts, research consistently demonstrates that White teachers tend to have **much lower academic expectations for Black students** and to be **wary of them as a potential source of disciplinary problems**.
2. These patterns of stereotyping often saturate the fabric of education and can be rightly described as **institutional racism**.
3. Black students tend to experience these negative teacher expectations **regardless of their gender and social class**, but the **patterns are most pronounced for Black boys and young men**.
4. Teachers' greater sensitivity to the behaviour of Black students can lead to them being singled out for **harsher treatment**. Research suggests that this is particularly problematic where Black boys and young men are subject to a **cumulative process of mounting disciplinary sanctions** for relatively low-level disruption that might go unpunished for other ethnic groups.
5. Community-members and advocates have raised concerns that the problems may be **especially acute in Academy schools**. Greater clarity from official data is urgently required on this matter.



# ACTIONS AT POLICY LEVEL TO TACKLE DISPROPORTIONALITY IN SCHOOL EXCLUSIONS



- A. **Targeted action** to reduce rates of exclusion has been shown to be effective. Rates of Black exclusion showed the greatest reduction where schools were strongly encouraged to find **alternative responses in less serious cases**.
- B. Ofsted has a crucial role to play. **Race equality is no longer a mandated part of school inspections** and stakeholders believe that this has had a profoundly damaging impact.
- C. **Good teacher education** is vital. Initial teacher education is especially important and should be required to address the decades of evidence-based understanding and good practice that has built up in this field.
- D. **Meaningful Impact Assessments:** properly conducted impact assessments could help to address these, and other, injustices as an important part of the policy formation process.
- E. Official data can be exceptionally important in helping to expose current injustices and shed light on the processes involved. It is crucial that **data of sufficient quality and transparency is collected and made widely available**. It is important that the material is considered in light of previous research and that appropriate ethnic categories are used in order to illuminate, not obscure, key issues.

# SOME NME'S PARTNERS & SUPPORTERS SO FAR...



- ✓ Runnymede Trust – NME is part of the Runnymede Common Cause Network  
<https://www.runnymedetrust.org/projects-and-publications/common-cause-network.html>
- ✓ Near Neighbours [www.nearneighbours.com](http://www.nearneighbours.com)
- ✓ NEU Hackney and Waltham Forest
- ✓ Global Support Services Consultancy
- ✓ PARC – Parents Action and Resource Centre  
[www.parentactionresource.org.uk](http://www.parentactionresource.org.uk)
- ✓ CEN – Communities Empowerment Network  
[www.cenlive.org](http://www.cenlive.org)
- ✓ Members of Peoples Momentum
- ✓ Jules Daulby - WomenEd , Transparency on exclusions @OnExclusions and @banthebooths
- ✓ Lady Phyll Founder of UK Black Pride – Supporting NME with media campaign, official launch and networking [www.ukblackpride.org.uk](http://www.ukblackpride.org.uk) Livesey Exchange – [www.liveseyexchange.com](http://www.liveseyexchange.com)
- ✓ Faiza Shaheen – Director of @Classthinktank
- ✓ Gary Younge - The Guardian
- ✓ Barnardos (discussions underway)
- ✓ Amnesty International (discussions underway)
- ✓ Kin Folk Network
- ✓ Professor David Gillborn from the University of Birmingham CRRE (Centre for Research in Race and Education).

# NME'S RECOMMENDATIONS TO LEWISHAM



PHASE 1. Pledge. Lead. Set an Example. Be brave.

PHASE 2. Set up round table with local stakeholders to discuss solutions suited to the demographics and history of Lewisham. A round table that **includes and privileges marginalised groups who are directly affected by school exclusion.**

PHASE 3. Set up working groups that **include and privilege marginalized groups who are directly affected by school exclusion** to develop and coordinate prevention and intervention programmes and strategies in collaboration with other organisations, to act upon the recommendations of the round table.

PHASE 4. Pilot a range of strategies with a minimum of 5 schools for 3-5 years.

PHASE 5. Review pilot



<https://www.tes.com/news/prison-schools-show-exclusion-not-answer>