



Nida Trust policy bulletin

Autumn 2017

This bulletin provides updates on recent education and community related reports, government legislation and policy in the UK for the benefit of community leaders, activists, practitioners and educationalists.



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Updates on recent education and community related reports, government legislation and policy

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1. **Social Mobility Commission, Social mobility challenges faced by young Muslims** (published September 2017)

- The Social Mobility Commission recently published a report examining the following:
 - the perceived causes of low social mobility for young Muslims
 - why educational attainment isn't translating into better employment outcomes for young Muslims
 - the barriers young Muslims see to social mobility in the UK
 - how perceived barriers to social mobility differ based on gender, ethnicity and socio-economic background.
- Key findings from the report include:
 - There is a strong work ethic and high resilience among Muslims that resulted in impressive results in education. However, that was not translated into the workplace, with only 6% of Muslims breaking through into professional jobs, compared with 10% of the overall population in England and Wales.
 - The study found 19.8% of Muslims aged 16-to-74 were in full-time employment, compared with 34.9% of the overall population.
 - The research also found evidence of women being encouraged by their communities to focus on marriage and motherhood rather than gaining

employment. Overall, 18% of Muslim women aged 16 to 74 were recorded as “looking after home and family”, compared with 6% of the overall female population.

- Academics also cited a number of barriers to success, including:
 - Students face stereotyping and low expectations from teachers and a lack of Muslim staff or other role models in the classroom.
 - Minority ethnic-sounding names reduce the likelihood of people being offered an interview.
 - Young Muslims routinely fear becoming targets of bullying and harassment and feel forced to work “10 times as hard” as their white counterparts to get on.
 - Women wearing headscarfs face particular discrimination once entering the workplace.
- The full report can be read here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/642220/Young_Muslims_SMC.pdf

2. **The Education Policy Institute, Closing the Gap? Trends in Educational Attainment and Disadvantage** (published August 2017)

- The Education Policy Institute recently published a report examining the progress made in closing the gap in attainment between disadvantaged pupils and their peers. The analysis considers how that gap varies across the country and how it has changed since 2007. Key findings include:
 - The most disadvantaged pupils in England have fallen further behind their peers, and are now on average over 2 full years of learning behind non-disadvantaged pupils by the end of secondary.
 - In 2016, disadvantaged pupils were on average 19.3 months behind their peers by the time they took their GCSEs – meaning they are falling behind by around 2 months each year over the course of secondary school. From 2007 to 2016, the gap by the end of primary school has narrowed by 2.8 months and the gap by age 5 has narrowed by 1.2 months.
 - At the current rate of progress it would take a full 50 years to reach an equitable education system where disadvantaged pupils did not fall behind their peers during formal education to age 16.
 - Pupils from disadvantaged backgrounds face the biggest struggle in the Isle of Wight, where they are almost two and a half years (29 months) behind their peers across the country by the end of secondary.
 - At the opposite end of the scale, more successful areas include Hackney, Islington, Newham, Rutland and Barnet, where gaps are 8 months, and Southwark, Wandsworth and Tower Hamlets, where it stands at just 7 months.
 - Black Caribbean pupils start off with average attainment but fall behind through primary and secondary school. By the end of secondary school there are very few Travellers of Irish Heritage and Gypsy / Roma pupils amongst the top 50 per cent of performers.

- In addition to these groups, we find England's education system also neglects those with Special Educational Needs and Disabilities (SEND), who struggle to keep pace with their peers.

- The full report can be read here: <https://epi.org.uk/report/closing-the-gap/>

3. **UCAS, University applications statistical release** (published July 2017)

- The recent statistical release from UCAS on university application data for 2017/2018 show:
 - a dramatic decrease in the number of applications to nursing degrees following the changes to funding for students in nursing courses,
 - a drop in the number of EU applicants as a result of the UK's decision to exit the EU,
 - a fall in the applications from mature students,
 - a significant decline in the number of black applicants.
- The analysis can be read in full here: <https://www.ucas.com/corporate/news-and-key-documents/news/ucas-30-june-deadline-uk-higher-education-shows-uk-applicants-down-4-and-eu-applicants-down-5>

4. **The Education Policy Institute, The challenge of navigating teacher recruitment, pay and curriculum choices** (published July 2017)

- The Education Policy Institute (EPI) has published new analysis examining the latest teacher recruitment figures and teacher supply projections. Key points from the analysis include:
 - The Department for Education projects pupil to teacher ratios in secondary schools will increase from 14.5 to 16.0 over the next decade. The current ratio is already above international averages.
 - Improving working conditions is crucial to attracting and retaining teachers. As recently highlighted by the School Teachers' Review Body (STRB), continued pay restraint makes this more difficult. A 1% limit implies salaries falling by 5% relative to average earnings between now and 2019-20.
 - Government targets for increasing the uptake of EBacc subjects imply an increase of 78% in the number of teachers required to join schools to teach modern foreign languages in 2019-20.
 - Continuing to increase teacher training bursaries could represent poor value for money. The marginal cost per additional trainee of a £1,000 increase in bursaries could be as high as £60,000 some subjects.
- The full report can be read here: https://epi.org.uk/wp-content/uploads/2017/07/EPI-Analysis-Teacher_Supply.pdf

5. House of Commons Briefing Paper, Counter-extremism policy in English schools (published July 2017)

- This briefing provides an overview of the requirements on schools in countering extremist ideology and the potential for pupils to be radicalised. The briefing can be read in full here:

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7345>

6. What the Prevent duty means for schools and colleges in England: An analysis of educationalists' experiences (published July 2017)

- The Centre for Peace, Trust and Social Relations at Coventry University, together with Durham University and the University of Huddersfield have recently published a report looking at the impact of the Prevent duty on schools and colleges. Findings include: discomfort and uncertainty around the focus on fundamental 'British values' and concerns about increased stigmatisation of Muslim students in the context of the Prevent duty.

- The full report can be read here:

<http://eprints.hud.ac.uk/id/eprint/32349/1/The%20Prevent%20duty%20in%20Schools%20and%20Colleges%20Report.pdf>

7. Department for Education, Permanent and Fixed Period Exclusions in England: 2015 to 2016 (published July 2017)

- The Department for Education (DfE) has published statistics showing the levels of permanent and fixed-period exclusions by school type in England. The figures show that:

- disruptive behaviour was the most common reason for both permanent and fixed period exclusions
- pupils with identified special educational needs (SEN) accounted for almost half of all permanent exclusions and fixed period exclusions.

- In addition, The Institute for Public Policy Research (IPPR) has released interim findings from research which indicates that one in two pupils permanently excluded from schools have a mental health issue.

- Full analysis can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/633365/SFR35_2017_text.pdf

8. Department for Education, Preventing bullying in schools guidance (published July 2017)

- The Department for Education (DfE) has published an updated version of 'Preventing and tackling bullying', aimed at supporting head teachers, school staff and governing bodies. The guidance outlines:

- the government's approach to bullying
 - legal obligations and the powers schools have to tackle bullying
 - and the principles which underpin the most effective anti-bullying strategies in schools in England.
- The full report can be read here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- 9. The Casey Review - a review into opportunity and integration** (published December 2016)
- In July 2015, the then Prime Minister and Home Secretary asked Dame Louise Casey to conduct a review to consider what could be done to boost opportunity and integration in the UK's most isolated and deprived communities.
 - The review examines a range of issues, including immigration, settlement and the higher birth rates in some communities, the place of religion in society and issues of segregation, the impact of the media on public attitudes, social and economic exclusion, including poor English language skills and the role of schools in contributing to social cohesion.
 - The report makes a number of recommendations including:
 - Building local communities' resilience where the greatest challenges exist through promotion of English language skills, empowering marginalised women, promoting more social mixing, particularly among young people and tackling barriers to employment for the most socially isolated groups. A set of local indicators of integration to be developed with regular data collection.
 - Improving the integration of communities and establishing a set of values such as attaching more weight to British values, laws and history in our schools, reviewing the route to British citizenship with an 'integration oath' at the beginning of the process.
 - Reducing economic exclusion, inequality and segregation by working with school providers to promote more integrated schools and opportunities for pupils to mix with others from different backgrounds, improve understanding of how housing and regeneration policies could improve integration or reduce segregation and introduce stronger safeguards for children who are not in mainstream education, including those being home schooled.
 - Increase standards of leadership and integrity in public office.
 - The review has brought about controversy, with critics stating that in order for integration policies to be successful they need to focus on entire geographical communities, rather than any one group or community. Critics argue that the report also does not adequately address racial inequalities that some communities continue to experience.

- The full report can be accessed here:
<https://www.gov.uk/government/publications/the-casey-review-a-review-into-opportunity-and-integration>

10. The Women and Equalities Committee, Sexual harassment and sexual violence in schools inquiry findings (published September 2016)

- An inquiry was launched in April 2016 to examine the scale of sexual harassment in schools. Data published in September 2015 showed that 5,500 sexual offences were recorded in UK schools over a three-year period, including 600 rapes. A 2010 YouGov poll of 16–18 year olds found 29% of girls experienced unwanted sexual touching at school and a further 71% of 16–18-year-olds said they heard sexual name-calling such as “slut” or “slag” towards girls at school daily or a few times per week. Nearly a quarter (24%) said that their teachers never said unwanted sexual touching, sharing of sexual pictures or sexual name calling are unacceptable, and 40% said they did not receive lessons or information on sexual consent.
- The inquiry made the following recommendations to the Government:
 - Use the new Education Bill to create an obligation on every Governing Body to take appropriate action to prevent and respond to sexual harassment and sexual violence. Clear national guidance and support must be developed to help achieve this effectively through a ‘whole school approach’. This involves teachers, governors, school leaders, parents, young people and specialist sector organisations working together.
 - Require Ofsted and the Independent Schools Inspectorate to assess schools on how well they are recording, monitoring, preventing and responding to incidents of sexual harassment and sexual violence.
 - Ensure every child at primary and secondary school has access to high quality, age-appropriate relationships and sex education delivered by well-trained individuals. This can only be achieved by making sex and relationships education (SRE) a statutory subject; investing in teacher training; working with sexual violence specialists to update SRE guidance; ensuring teachers have access to appropriate materials; and investing in local third sector specialist support.
- The full report can be found here:
https://publications.parliament.uk/pa/cm201617/cmselect/cmwomeq/91/9103.htm#_idTextAnchor004

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