Survey on Black Education in Britain

Analysed by Survation on behalf of Black Equity Organisation

Black Equity Organisation

Methodology: Online interviews of British pupils, teachers, parents, guardians, and community members
Fieldwork dates: 25th May – 1st October 2024
Sample size: 215

Survation.

Methodology

Fieldwork Dates

- 25th May – 1st October 2024

Data Collection Method

- The survey was conducted via online interview. Invitations to complete the survey were sent out to British pupils, teachers, parents, guardians, and community members
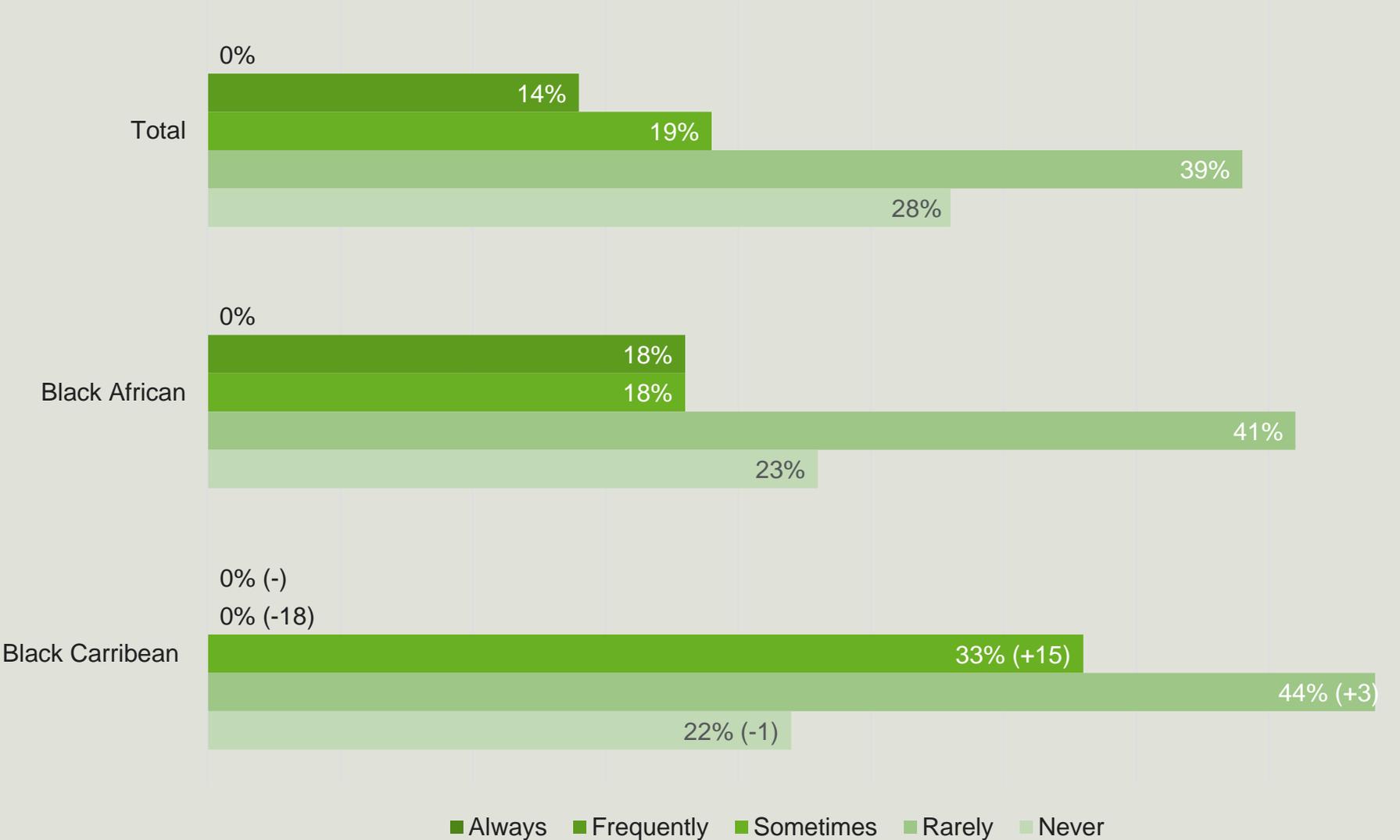
Population Sampled

- Online interviews of British pupils, teachers, parents, guardians, and community members
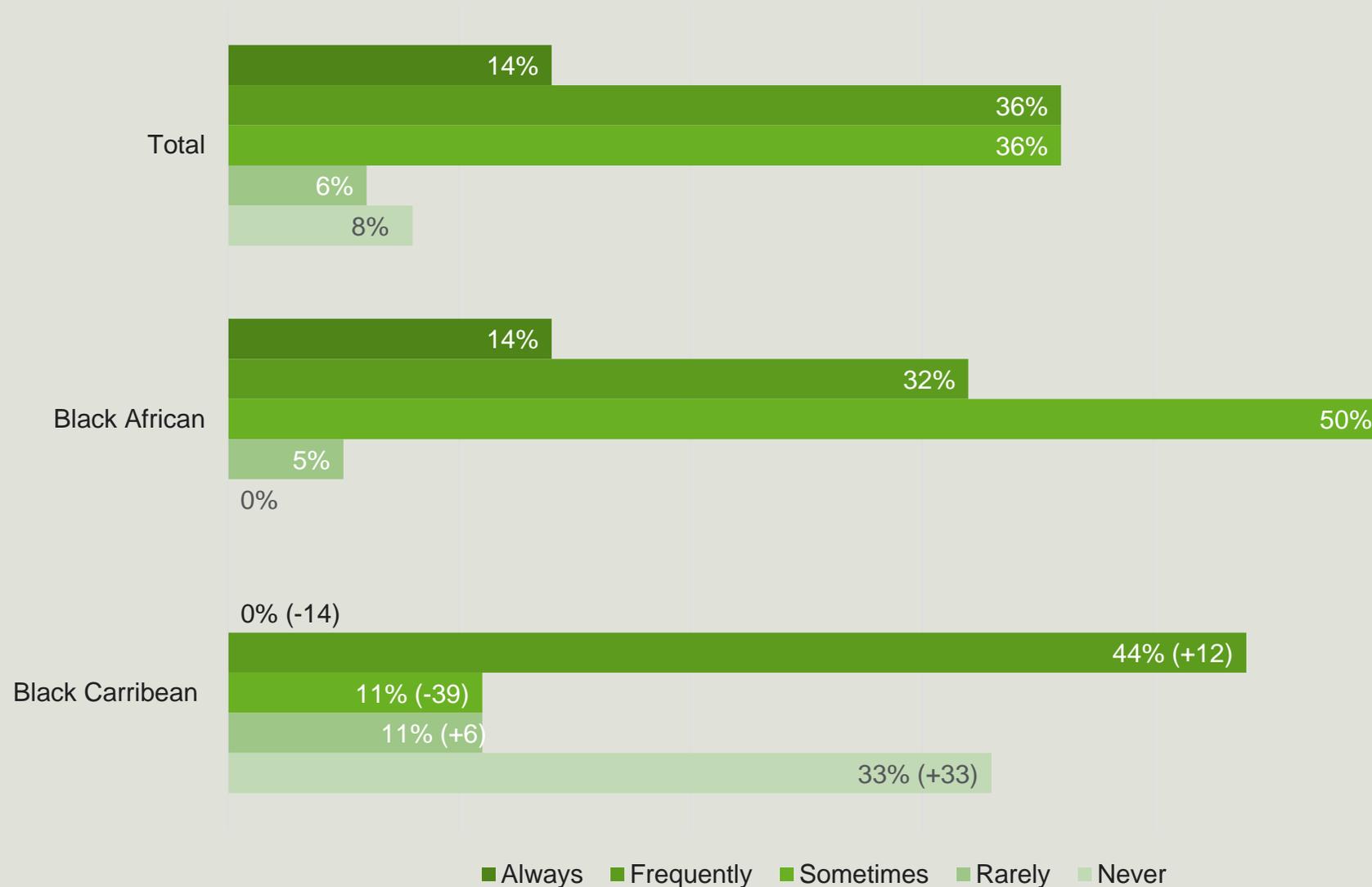
Sample Size

- 215

Survation.

Q5. As a Black pupil, how often have you been able to use your power to deal with racism or discrimination within your school, targeted at yourself, other students and/or teachers?

Total
- 0%
- 14%
- 19%
- 39%
- 28%

Black African
- 0%
- 18%
- 18%
- 41%
- 23%

Black Carribean
- 0% (-)
- 0% (-18)
- 33% (+15)
- 44% (+3)
- 22% (-1)

■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q6. How often have you felt powerless in situations involving racism or discrimination at school?

Total
- 14%
- 36%
- 36%
- 6%
- 8%

Black African
- 14%
- 32%
- 50%
- 5%
- 0%

Black Carribean
- 0% (-14)
- 44% (+12)
- 11% (-39)
- 11% (+6)
- 33% (+33)

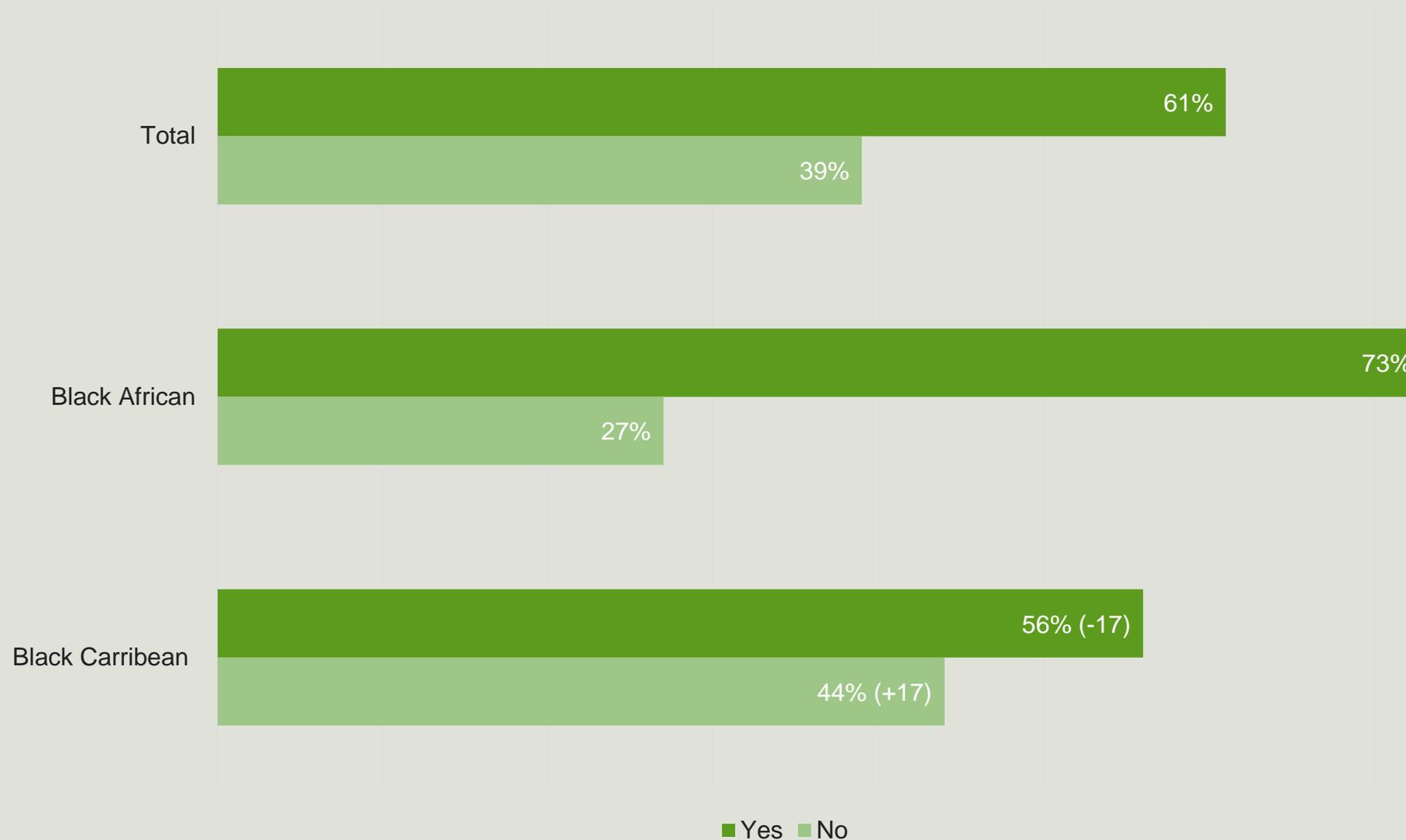■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q7. Do you have Black teachers or senior leaders in your school?

Total
- Yes: 61%
- No: 39%

Black African
- Yes: 73%
- No: 27%

Black Carribean
- Yes: 56% (-17)
- No: 44% (+17)

■Yes ■No

BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q8. To what extent do Black teachers (if any) in your school, positively impact your learning and school environment?

Total
- 19%
- 25%
- 31%
- 25%

Black African
- 18%
- 36%
- 23%
- 23%

Black Carribean
- 33% (+15)
- 11% (-25)
- 44% (+21)
- 11% (-12)

Legend:
- ■ NET: Impact (Extremely+Very much)
- ■ Moderately
- ■ NET: No Impact (Slightly+Not at all)
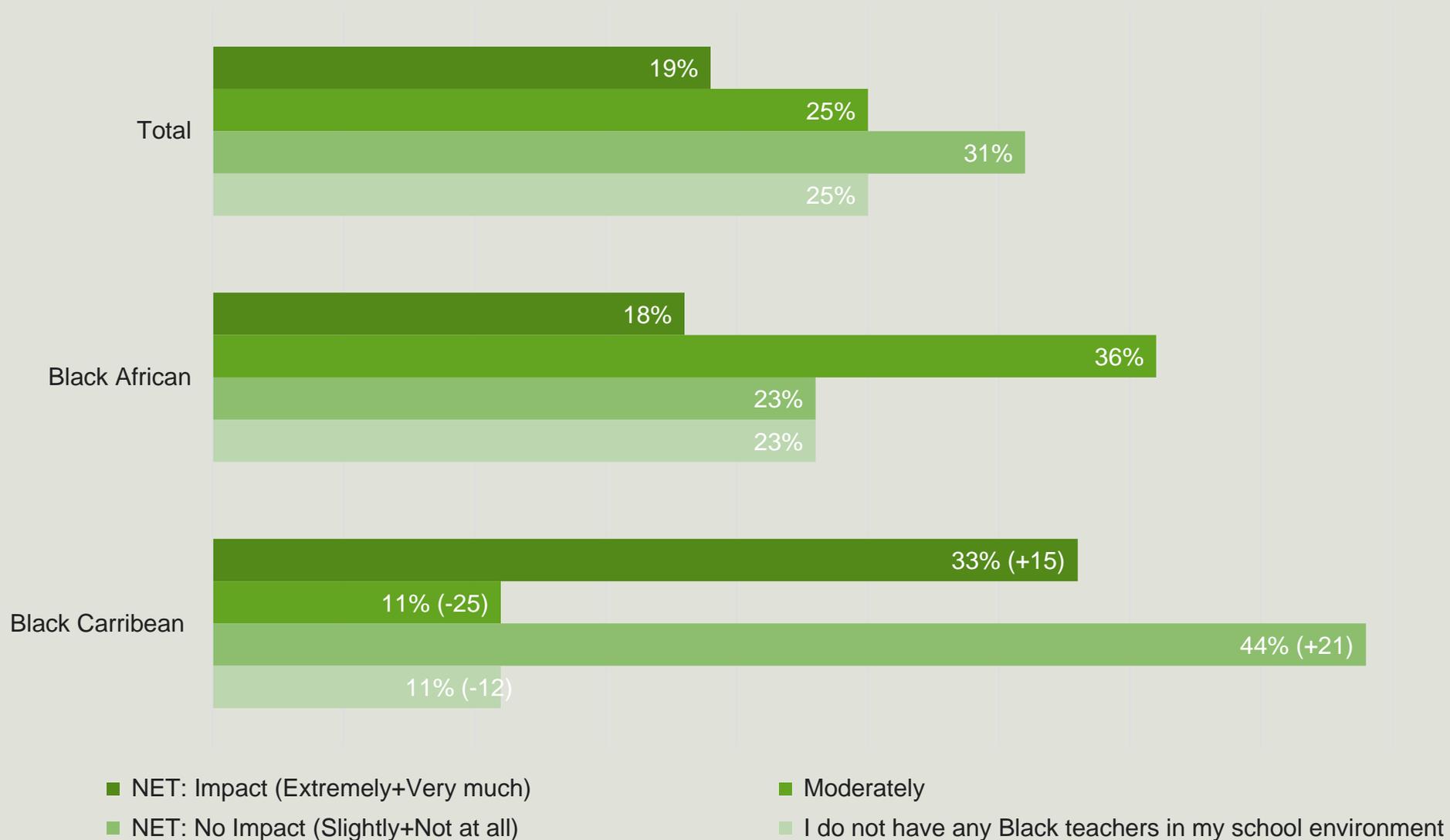- ■ I do not have any Black teachers in my school environment

BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q9. How well does your school curriculum represent you and your cultural background?

Total
- 3%
- 19%
- 78%

Black African
- 0%
- 18%
- 82%

Black Carribean
- 11% (+11)
- 11% (-7)
- 78% (-4)

■ NET: Well (Very+Extremely) ■ Moderately well ■ NET: Not Well (Slightly+Not at all)
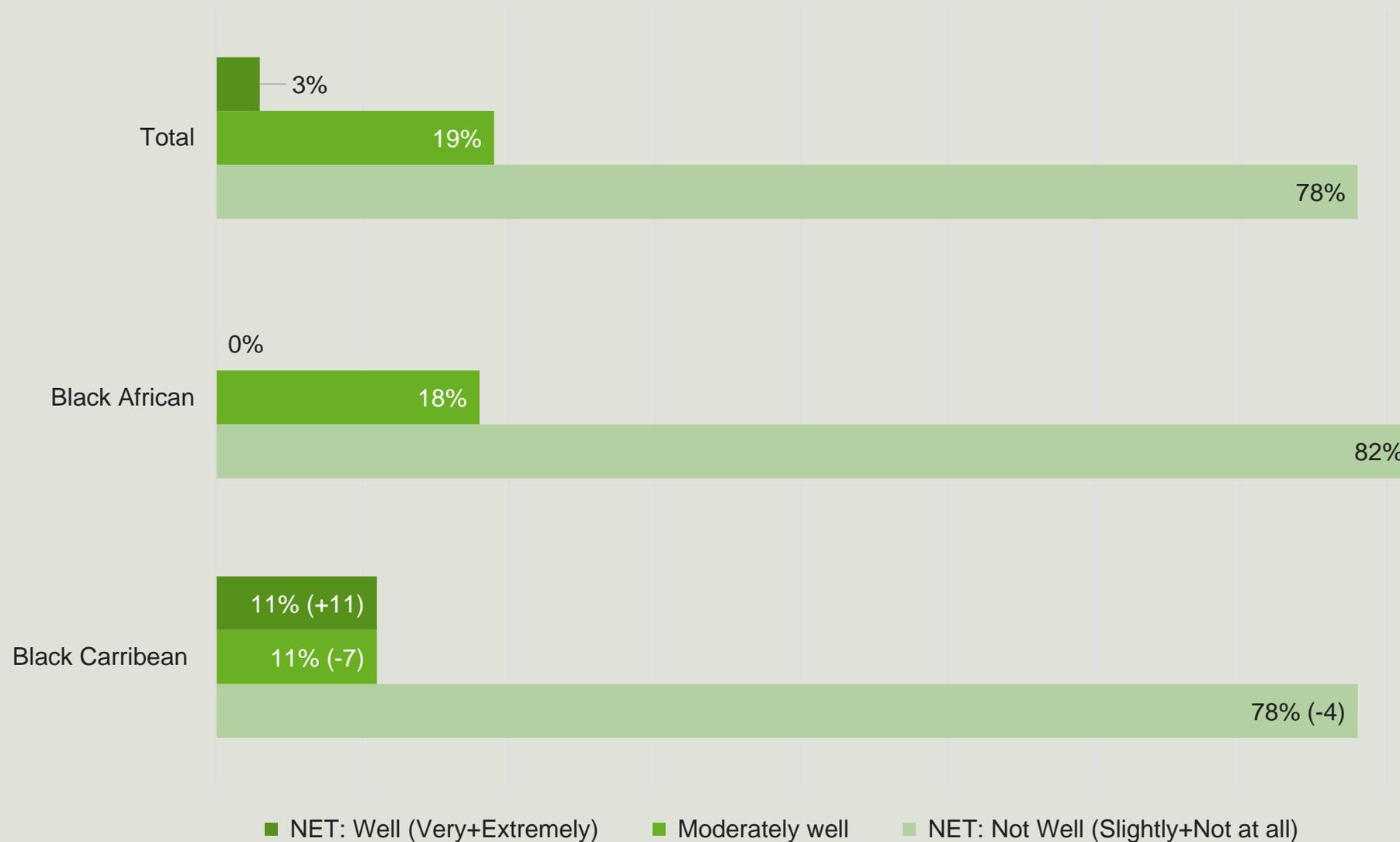
BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q11. What resources (if any) are you aware of?

Total
- 10%
- 50%
- 20%
- 20%
- 10%

Black African
- 14%
- 57%
- 29%
- 14%
- 0%

Black Carribean
- 0% (-14)
- 0% (-57)
- 0% (-29)
- 100%
- 0%

■ School facilities　■ Financial and household schemes　■ Black students union　■ Careers team　■ Nothing
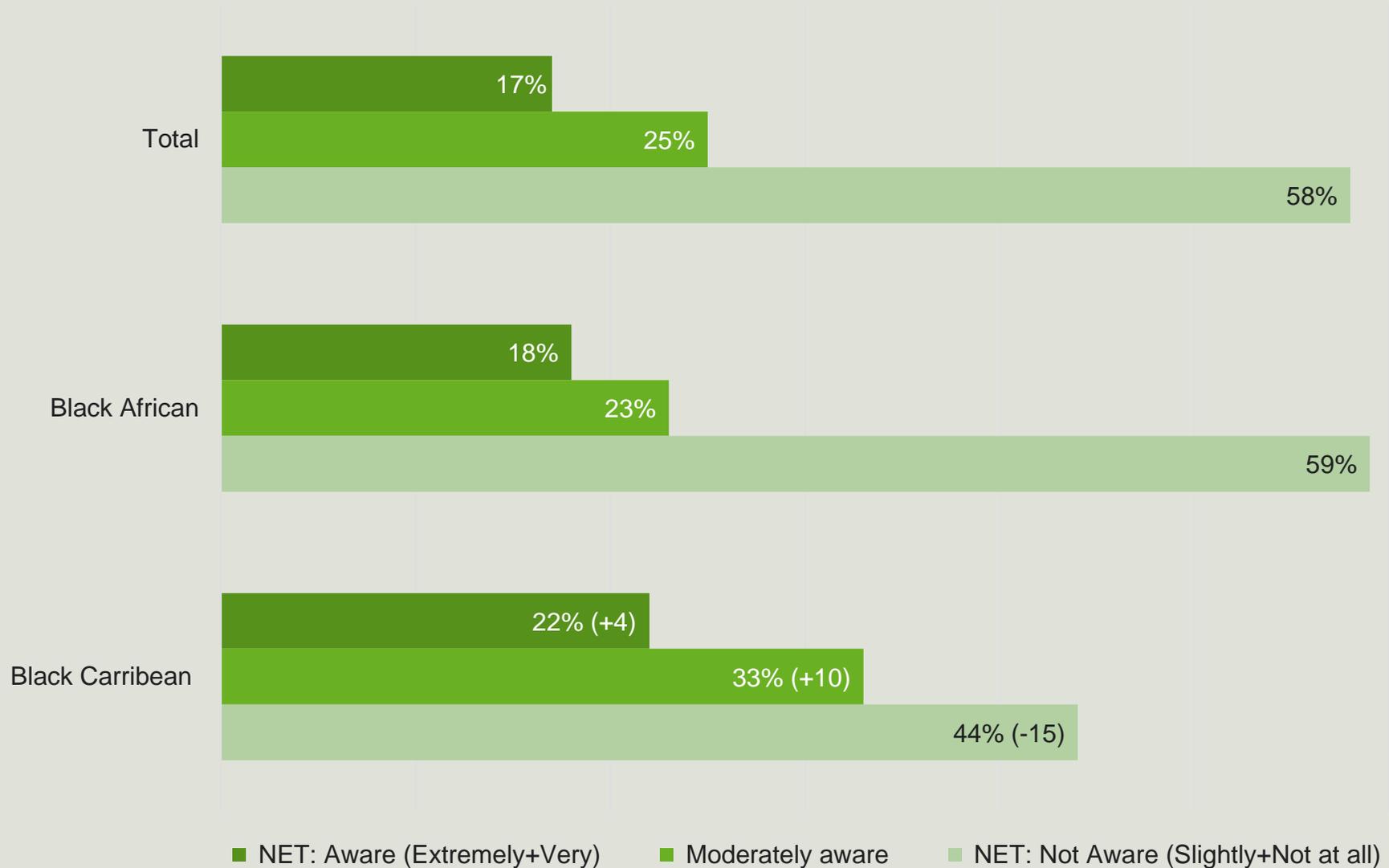
BASE: Pupils, Unweighted total: 10. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q12. How confident do you feel in speaking up for yourself at school?

Total
- 31%
- 31%
- 39%

Black African
- 32%
- 36%
- 32%

Black Carribean
- 22% (-10)
- 33% (-3)
- 44% (+12)

■ NET: Confident (Extremely+Very)   ■ Moderately confident   ■ NET: Not Confident (Slightly+Not at all)

BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q14. How important is it to improve support for Black pupils like yourself in your school?

Total
- 69%
- 14%
- 17%

Black African
- 59%
- 23%
- 18%

Black Carribean
- 78% (+19)
- 0% (-23)
- 22% (+4)

■ NET: Important (Extremely+Very) ■ Moderately important ■ NET: Not Important (Slightly+Not at all)
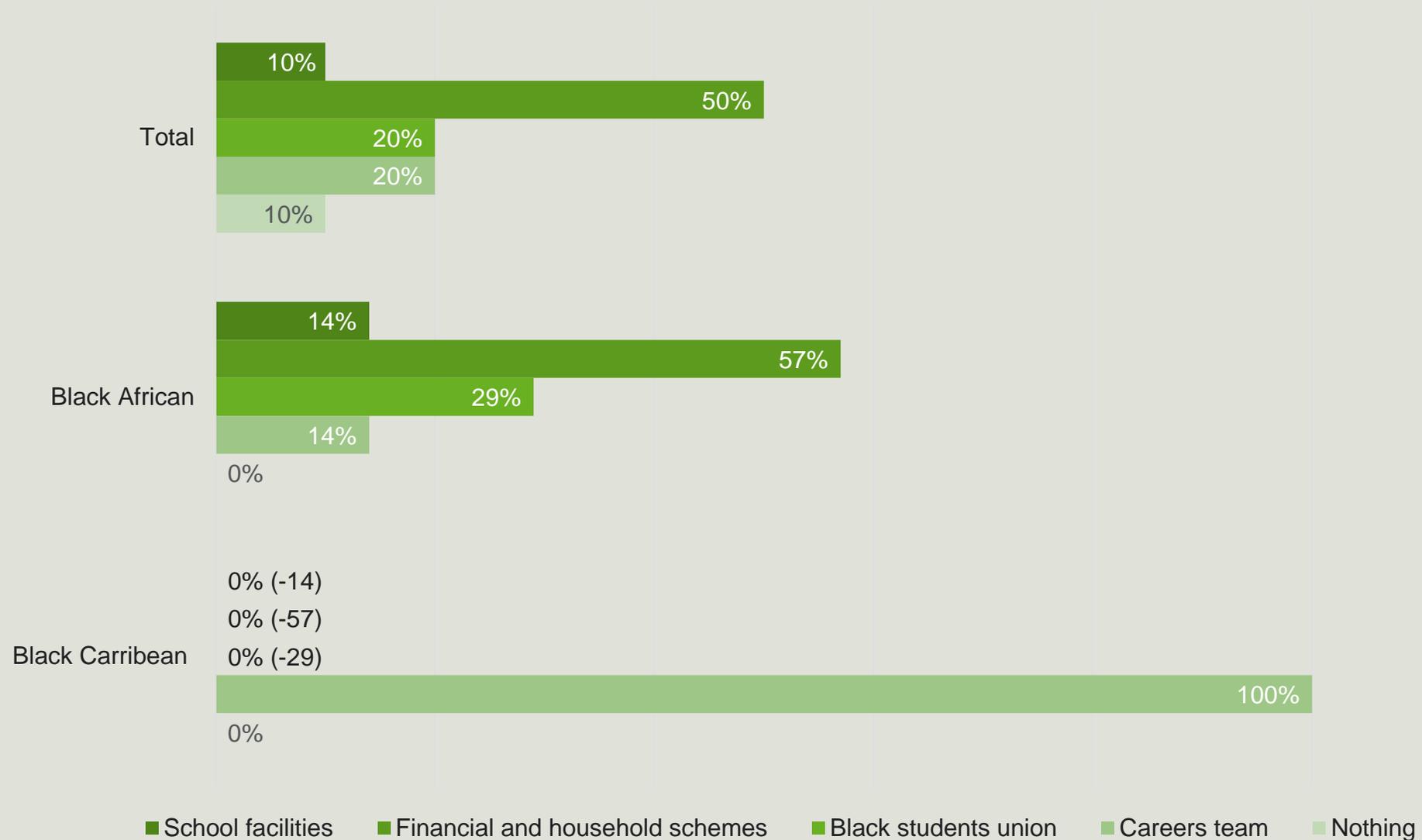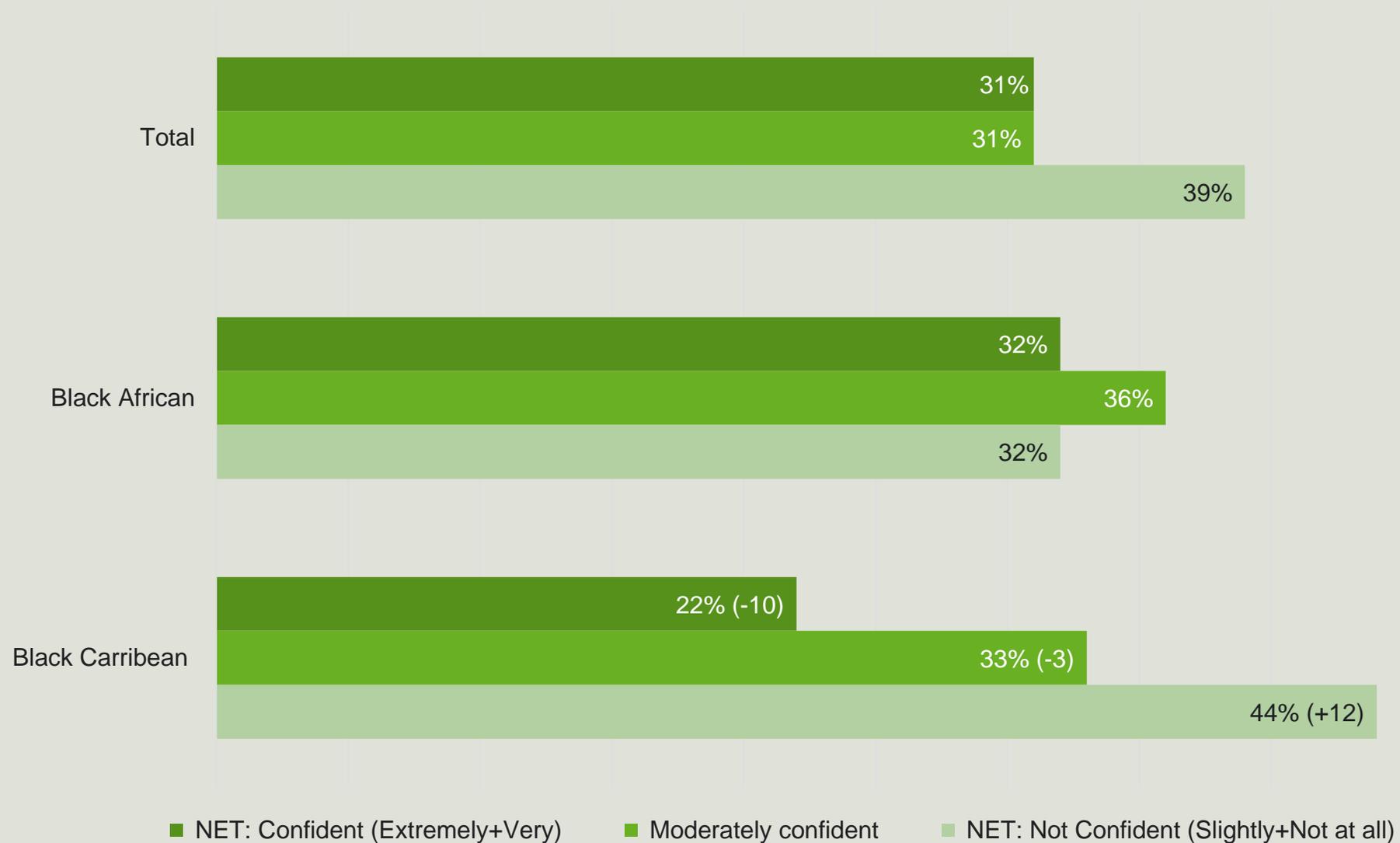
BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q15. What support would you like in your school?

Total
- 40%
- 27%
- 13%
- 13%
- 7%
- 7%
- 7%
- 7%

Black African
- 45%
- 27%
- 9%
- 9%
- 0%
- 9%
- 0%
- 9%

Black Carribean
- 0% (-45)
- 0% (-27)
- 0% (-9)
- 50% (+41)
- 50% (+50)
- 0% (-9)
- 0% (-)
- 0% (-9)

Legend:
- Better education on racism and diversity
- Better pastoral and mental support including from Black staff
- Impactful discipline against racism
- Community spaces and workshops for Black students
- More leadership positions to enact change
- Research by Independent Schools Association into the experience of BAME students in non-state schools
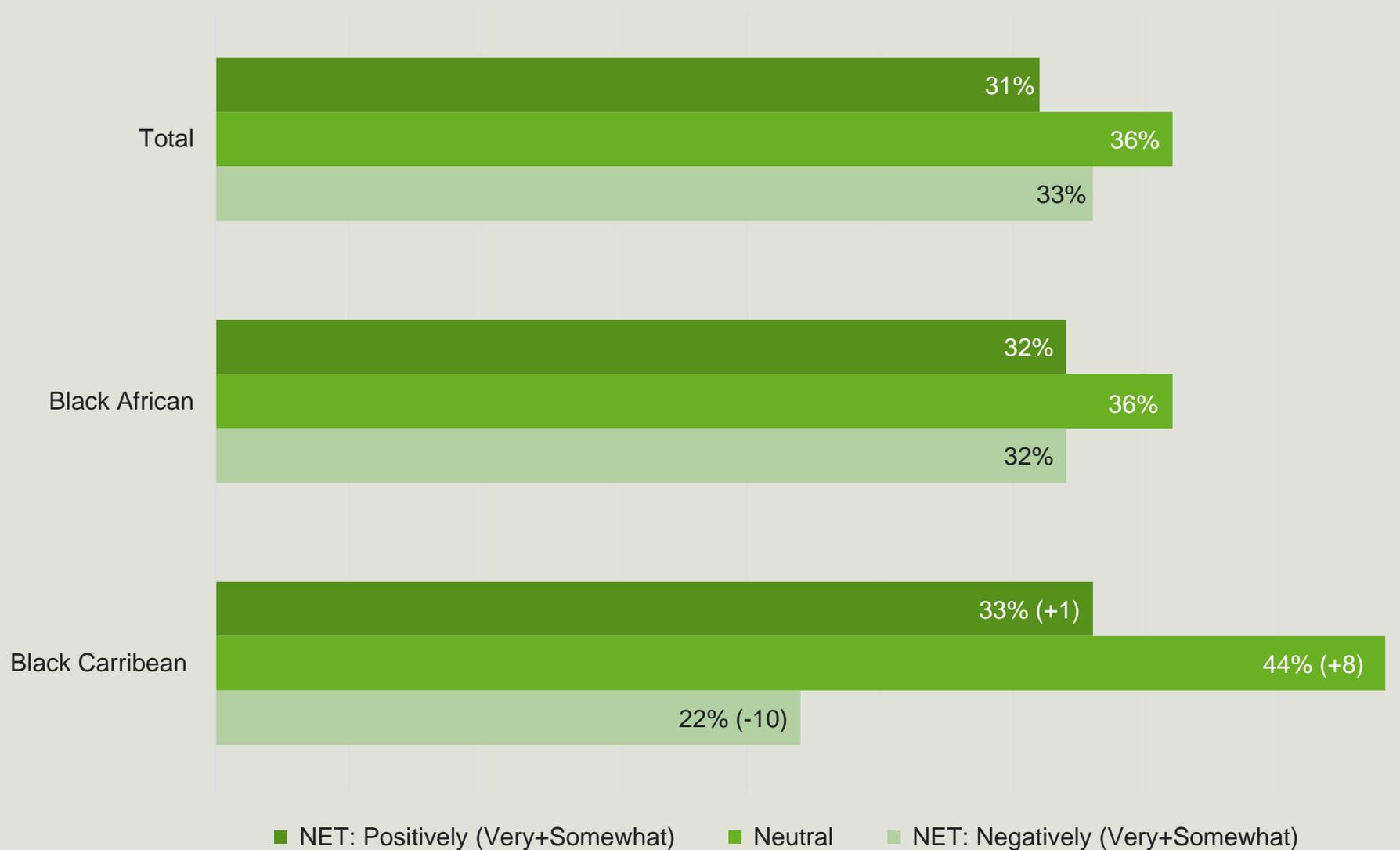- More schemes to help Black people in higher education
- Anything

BASE: Pupils, Unweighted total: 15. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q17. Pupil Power in Challenging Racism: As a Black pupil, how much power do you think you have in challenging racism within your school?

Total
- 8%
- 39%
- 53%

Black African
- 9%
- 45%
- 45%

Black Carribean
- 11% (+2)
- 33% (-12)
- 56% (+11)

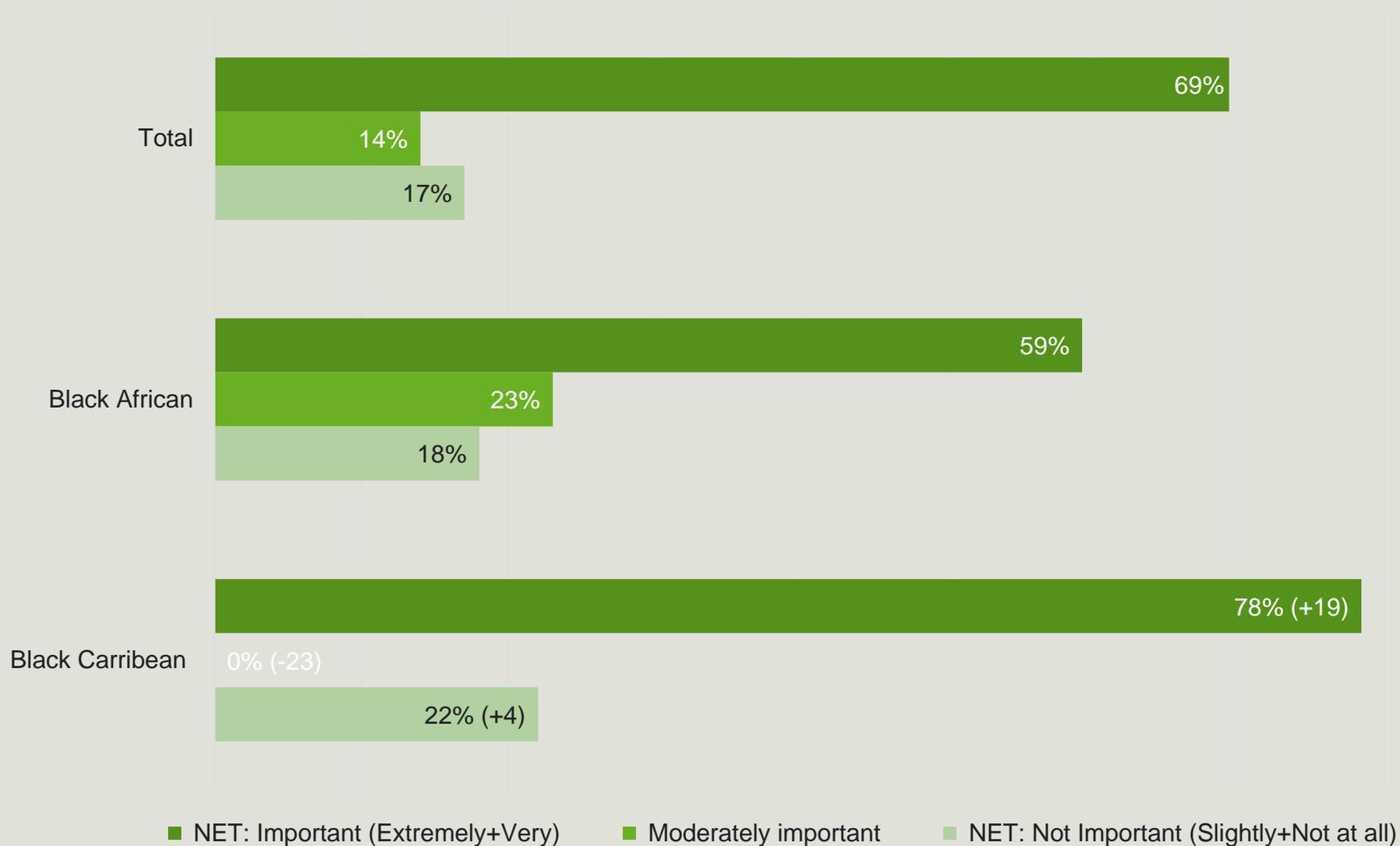■ NET: Power (Complete+A lot) ■ Some power ■ NET: No Power (Very little+No at all)

BASE: Pupils, Unweighted total: 36. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q18. Please share examples or expand on any of the above questions

Total
- 22%
- 44%
- 22%
- 11%

Black African
- 0%
- 67%
- 17%
- 17%

Black Carribean
- 0% (-)
- 0% (-67)
- 100% (+83)
- 0%

Legend:
- Microaggressionss, subtle racism, and unconscious bias from teachers
- Teachers and senior staff do not believe pupils about racist encounters or take it seriously
- Double standards based on race, White pupils are allowed to do things that Black pupils are not
- Student prefect Roles of the Equity can enact change within the school as faculty are more willing to listen to them

BASE: Pupils, Unweighted total: 9. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.
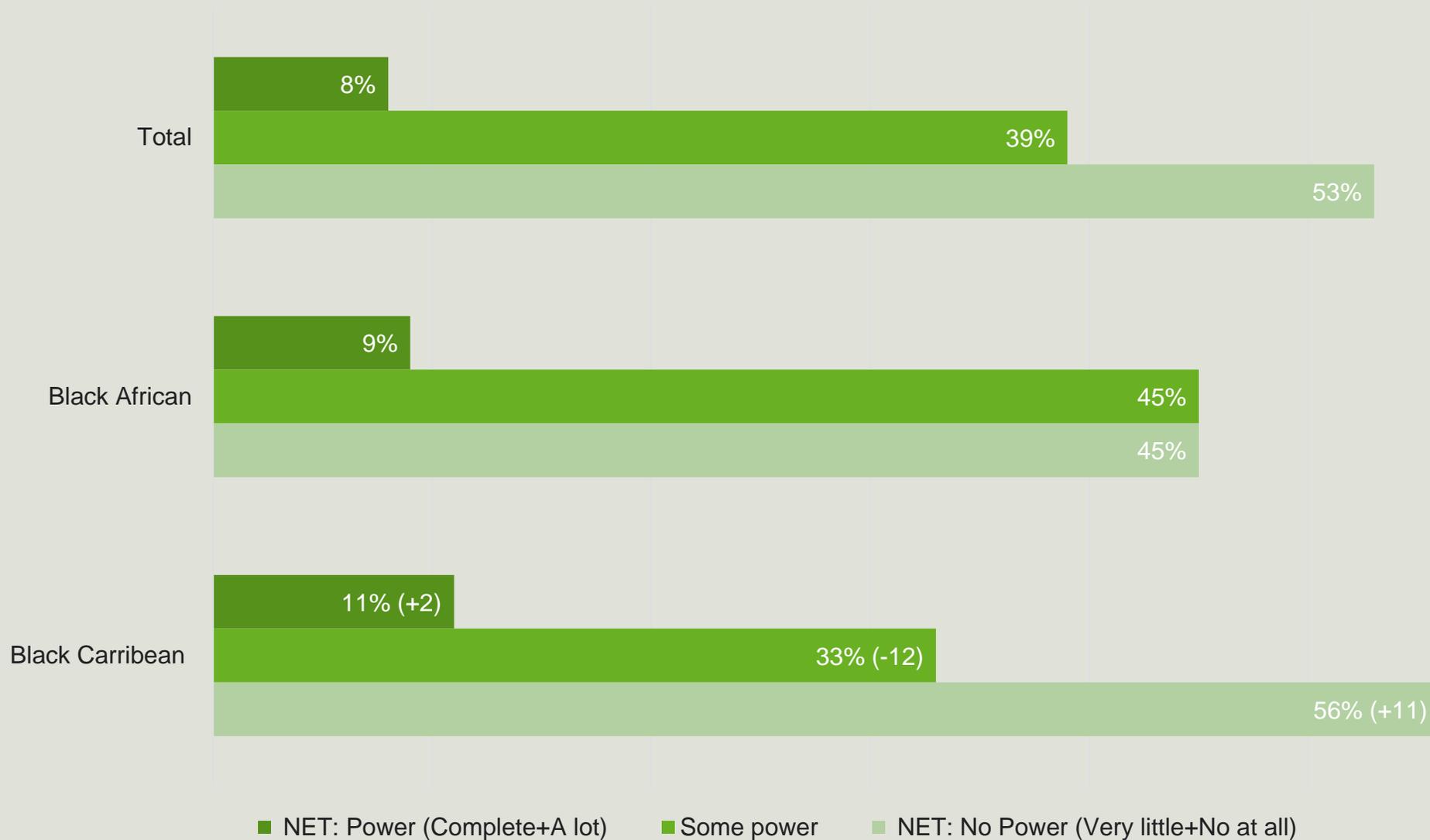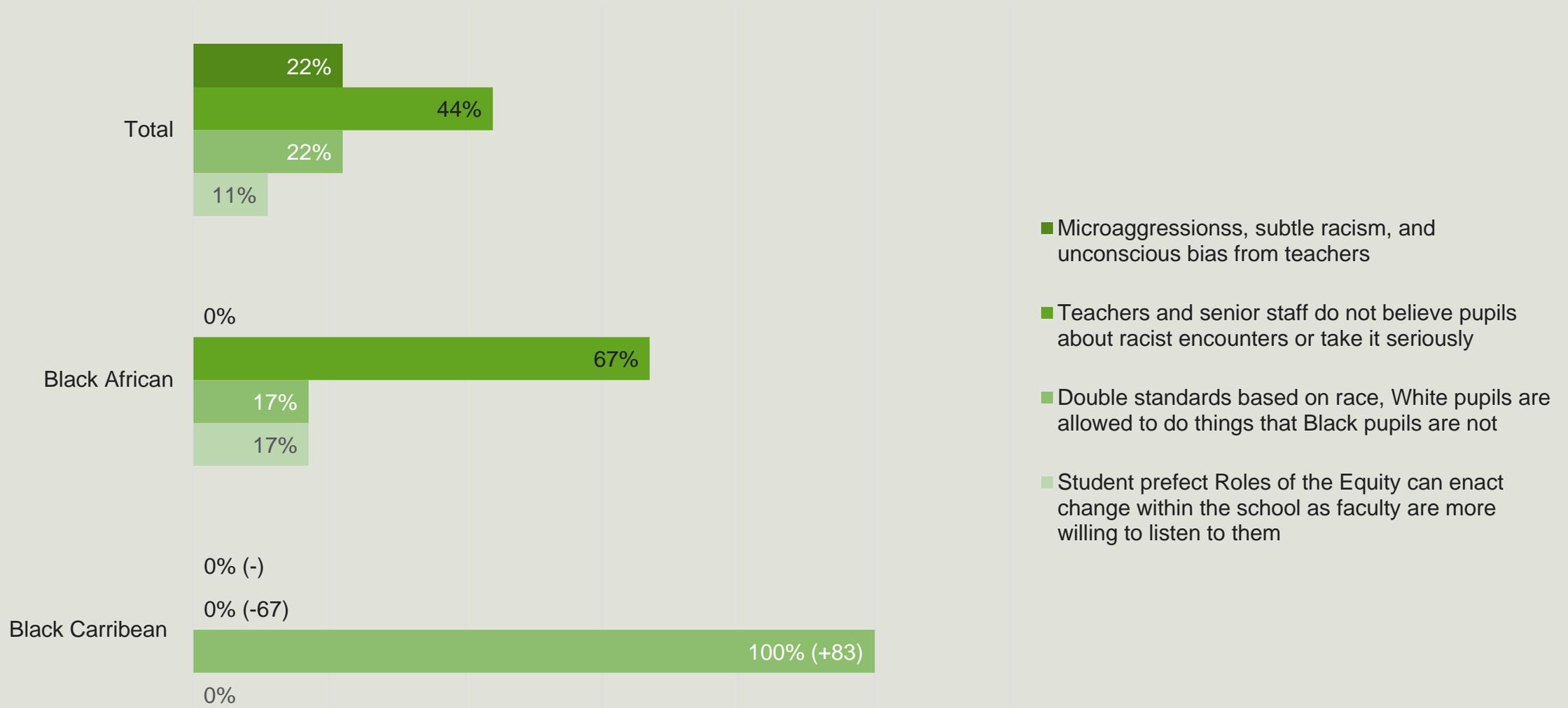
Survation.

Q20. To what extent have you, as a Black parent or non-Black parent of Black children, been able to use your power effectively against racism or discrimination?

Total
- Always: 4%
- Frequently: 14%
- Sometimes: 32%
- Rarely: 32%
- Never: 17%

Black African
- Always: 5%
- Frequently: 15%
- Sometimes: 35%
- Rarely: 30%
- Never: 15%

Black Carribean
- Always: 3% (-2)
- Frequently: 24% (+9)
- Sometimes: 28% (-7)
- Rarely: 28% (-2)
- Never: 17% (+2)

Legend: ■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q21. How often have you faced situations where you were unable to exercise power against racism or discrimination at your child's school?

Total
- 8%
- 32%
- 34%
- 10%
- 15%

Black African
- 10%
- 20%
- 50%
- 10%
- 10%

Black Carribean
- 10% (-)
- 34% (+14)
- 31% (-19)
- 14% (+4)
- 10% (-)

■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

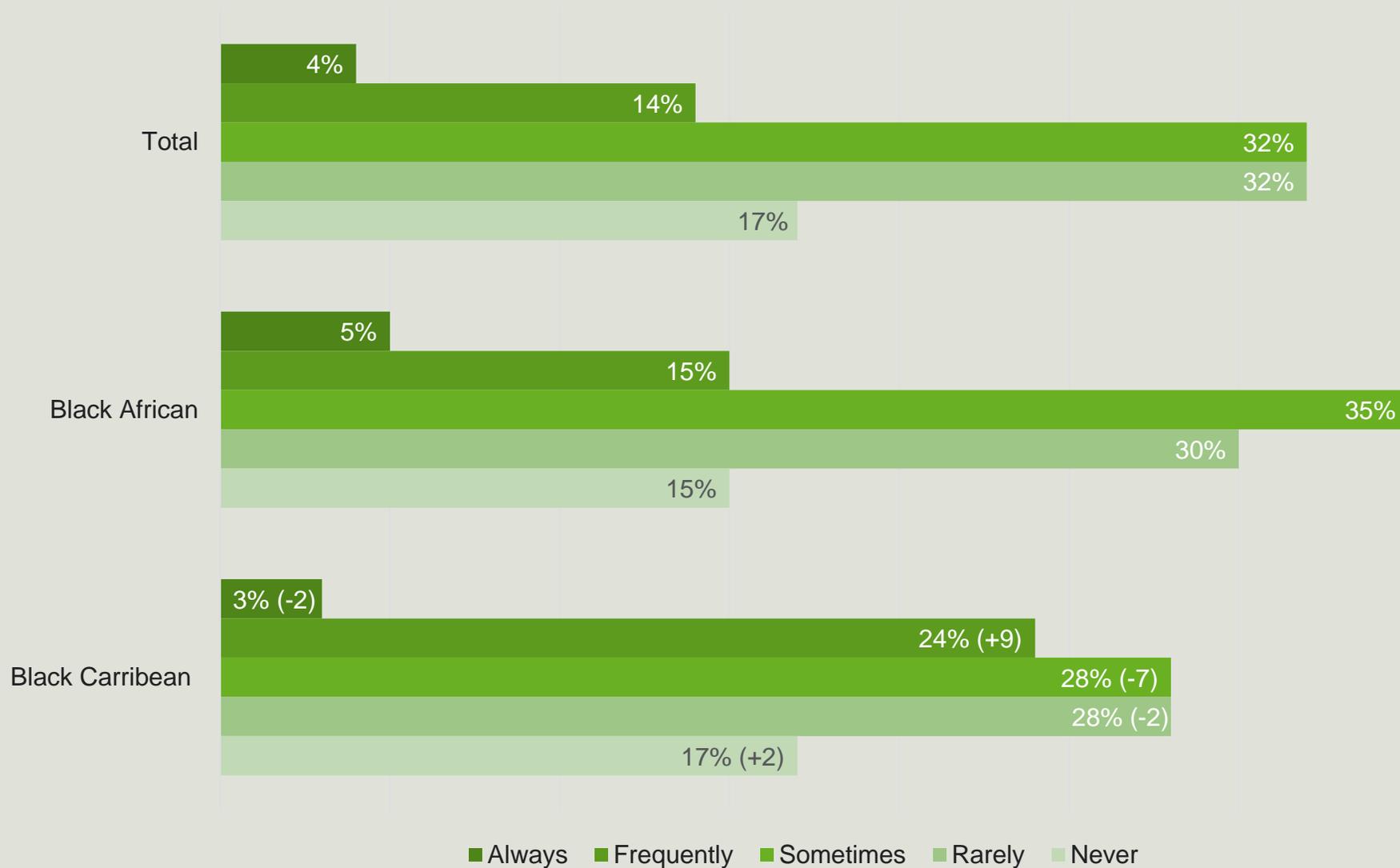BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q22. How confident do you feel about your ability to use your power in decisions relating to your children's educational needs?

Total
- 39%
- 28%
- 32%

Black African
- 30%
- 15%
- 55%

Black Carribean
- 52% (+22)
- 28% (+13)
- 21% (-34)

■ NET: Confident (Extremely+Very)　■ Moderately confident　■ NET: Not Confident (Slightly+Not at all)

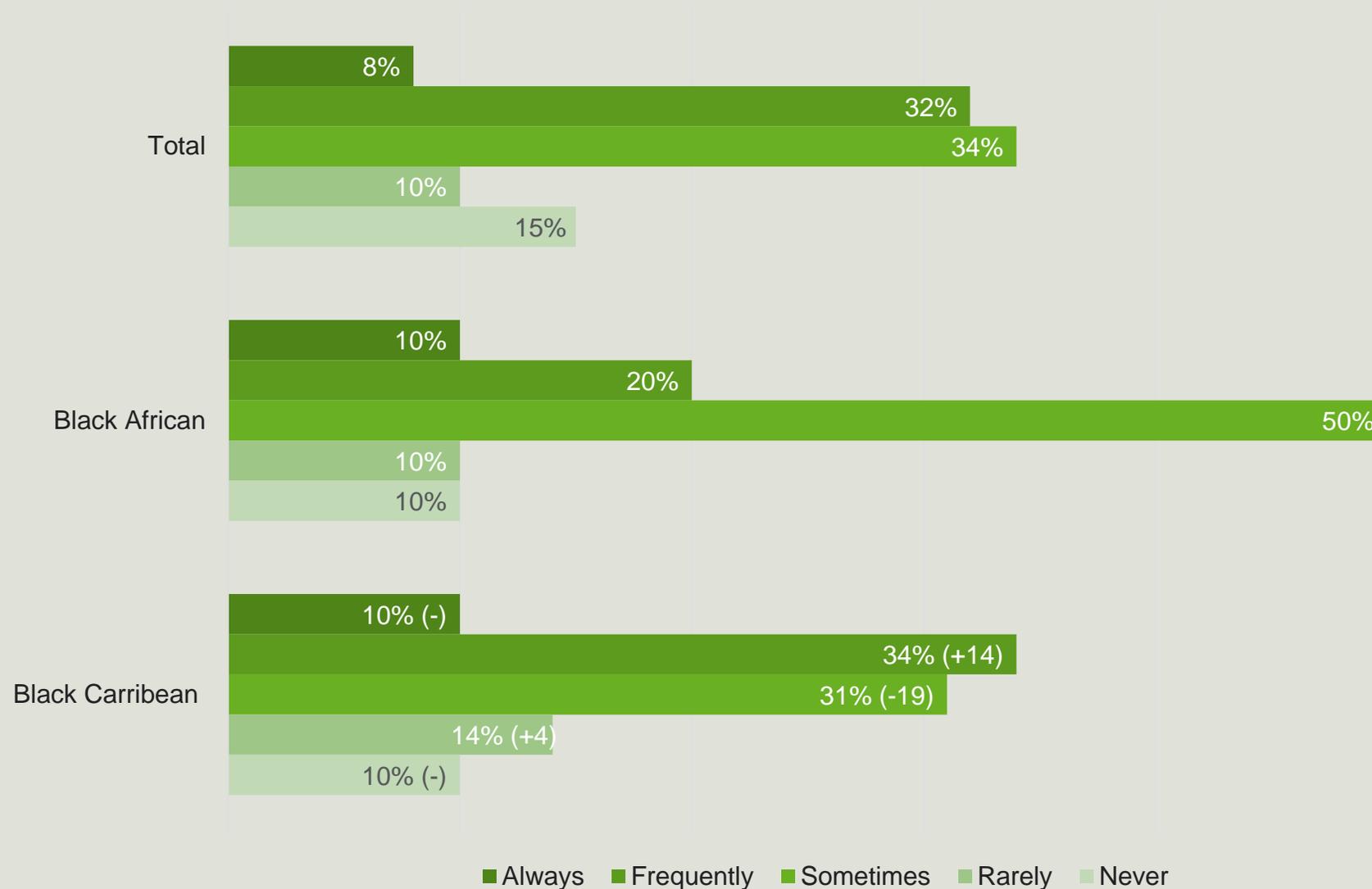BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q23. How aware are you of resources available to support your child in dealing with racism or discrimination in school?

Total
- NET: Aware (Extremely+Very): 15%
- Moderately aware: 28%
- NET: Not Aware (Slightly+Not at all): 56%

Black African
- NET: Aware (Extremely+Very): 20%
- Moderately aware: 25%
- NET: Not Aware (Slightly+Not at all): 55%

Black Carribean
- NET: Aware (Extremely+Very): 21% (+1)
- Moderately aware: 34% (+9)
- NET: Not Aware (Slightly+Not at all): 45% (-10)

■ NET: Aware (Extremely+Very)　■ Moderately aware　■ NET: Not Aware (Slightly+Not at all)
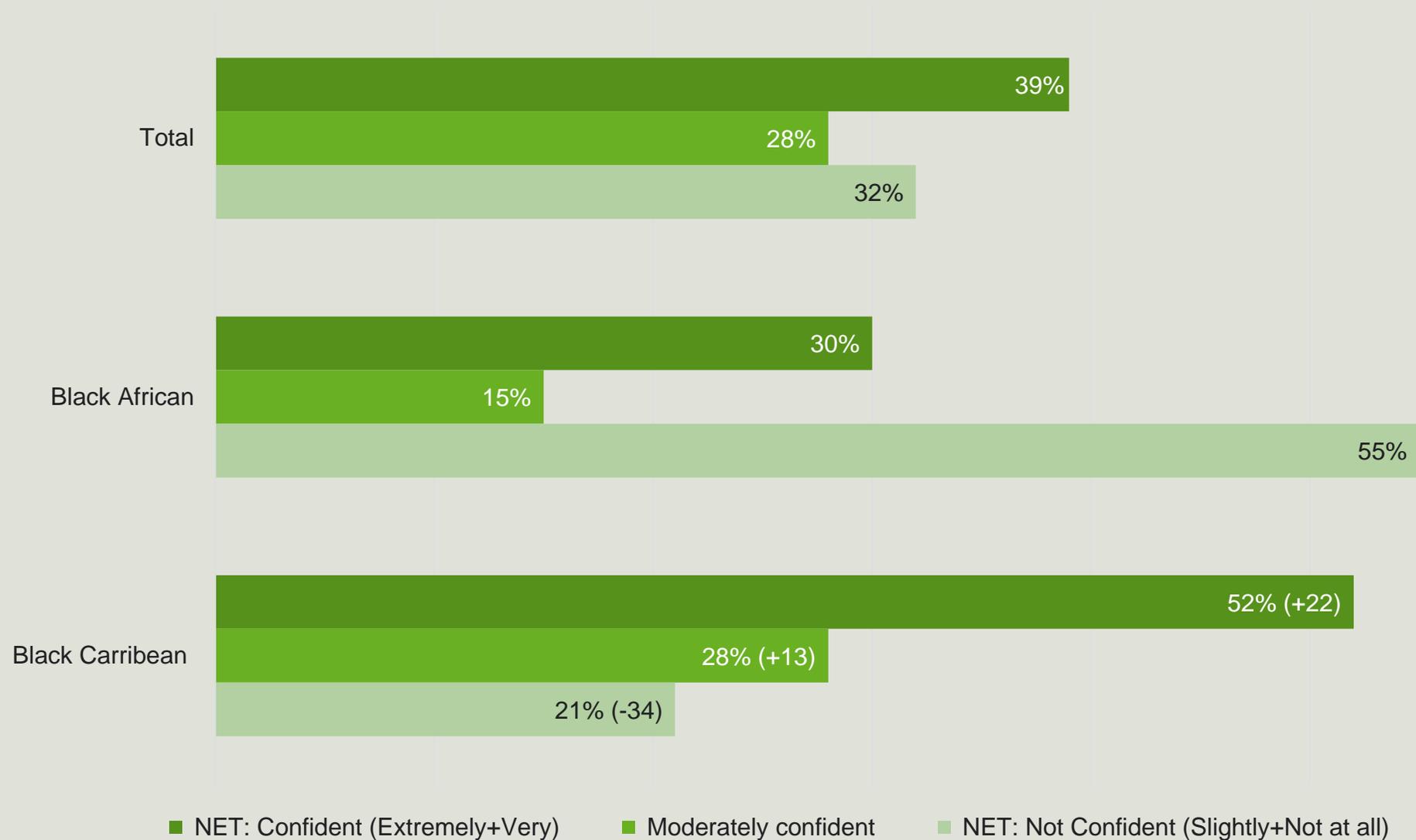
BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q24. What resources are you aware of? (e.g., community, supplementary school, church, family members, etc).

Legend:
- Family and friends
- School faculty
- Community
- Charities and organisations, such as The Black Child Agenda
- Supplementary schools and summer camps
- None
- Offline resources such as books
- Church
- Online resources such as videos and social media
- Equality Act and other policies being followed
- Own knowledge
- Special educational needs support
- Home education

Total:
34%, 25%, 16%, 11%, 11%, 11%, 7%, 5%, 5%, 5%, 4%, 4%, 4%, 2%, 2%, 2%, 0%

Black African:
29%, 41%, 12%, 6%, 0%, 12%, 0%, 0%, 0%, 0%, 6%, 0%, 0%, 6%, 0%, 0%, 0%

Black Carribean:
38% (+9), 13% (-28), 25% (+13), 25% (+25), 8% (+2), 8% (-4), 8% (+8), 13% (+13), 4%, 13%, 0%, 8%, 8%, 0%, 0%, 0%, 0%
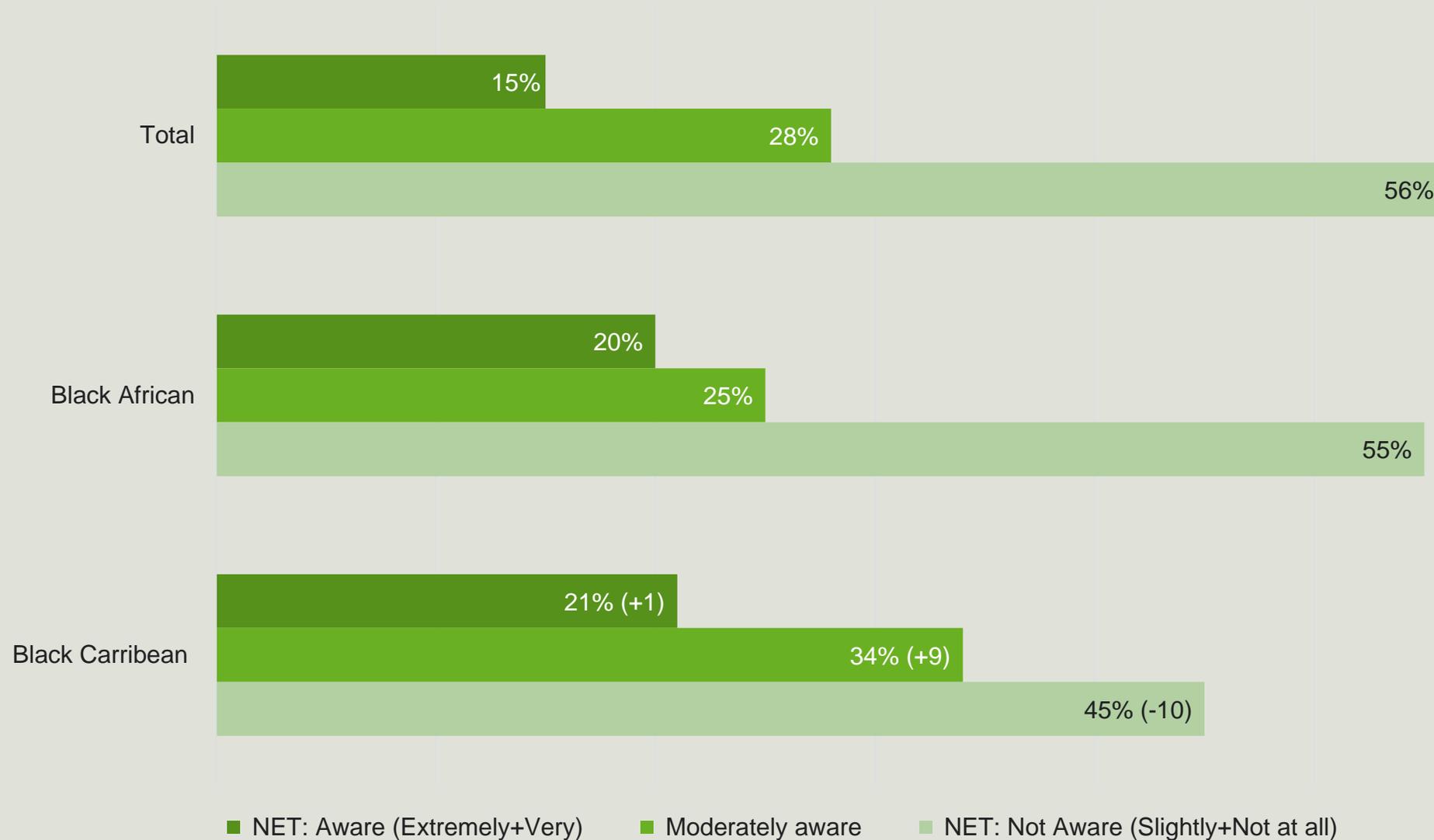
BASE: Parents and guardians, Unweighted total: 56. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q25. How important is it to improve these resources?

Total
- 94%
- 3%
- 3%

Black African
- 95%
- 5%
- 0%

Black Carribean
- 97% (+2)
- 3% (-2)
- 0% (-)

Legend:
- ■ NET: Important (Extremely+Very)
- ■ Moderately important
- ■ NET: Not Important (Slightly+Not at all)

BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q26. What are the main barriers that you face supporting your child in school?

Total
- 30%
- 17%
- 13%
- 11%
- 11%
- 9%
- 6%
- 6%
- 5%
- 5%
- 3%

Black African
- 16%
- 21%
- 16%
- 11%
- 16%
- 11%
- 0%
- 11%
- 5%
- 5%
- 0%

Black Carribean
- 30% (+14)
- 16% (-5)
- 15% (-1)
- 15% (+4)
- 15% (-1)
- 11% (-)
- 4% (+4)
- 4% (-7)
- 4%
- 0%
- 7%

Legend:
- Ignorance and lack of cultural understanding by schools
- Racism and bias from faculty and other students
- Systemic racism
- Lower attainment expectations of Black students from faculty
- Lack of time and resources in schools
- Lack of communication from schools
- Few Black leaders within schools
- Nothing specifically
- Lengthy and inconsistent complaints process
- Limited parent community and parental trust in schools
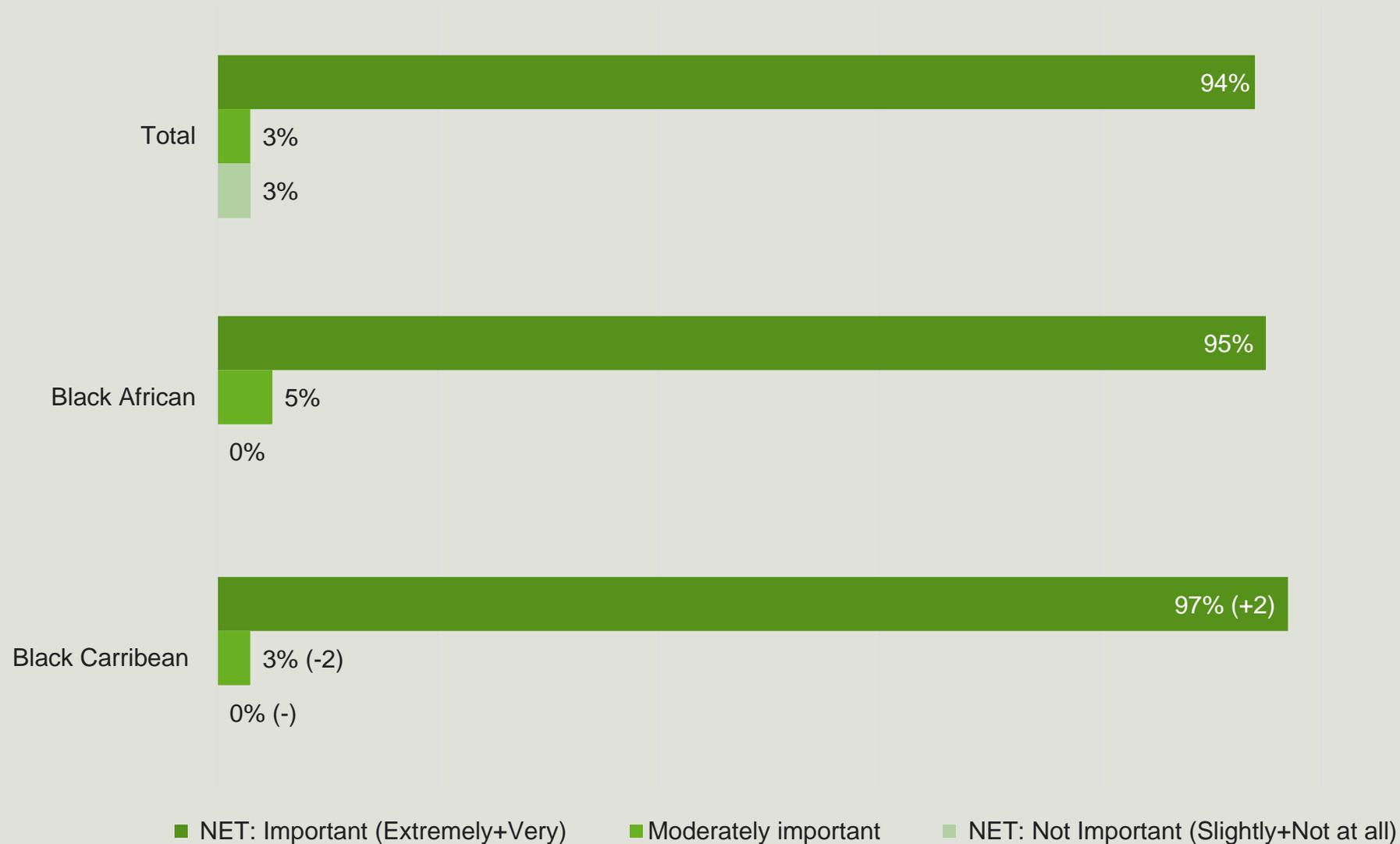- Lack of support for neurodivergent Black students

BASE: Parents and guardians, Unweighted total: 64. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q27. How significant are the barriers you face in supporting your child at school?

Total
- 48%
- 31%
- 21%

Black African
- 55%
- 30%
- 15%

Black Carribean
- 45% (-10)
- 34% (+4)
- 21% (+6)

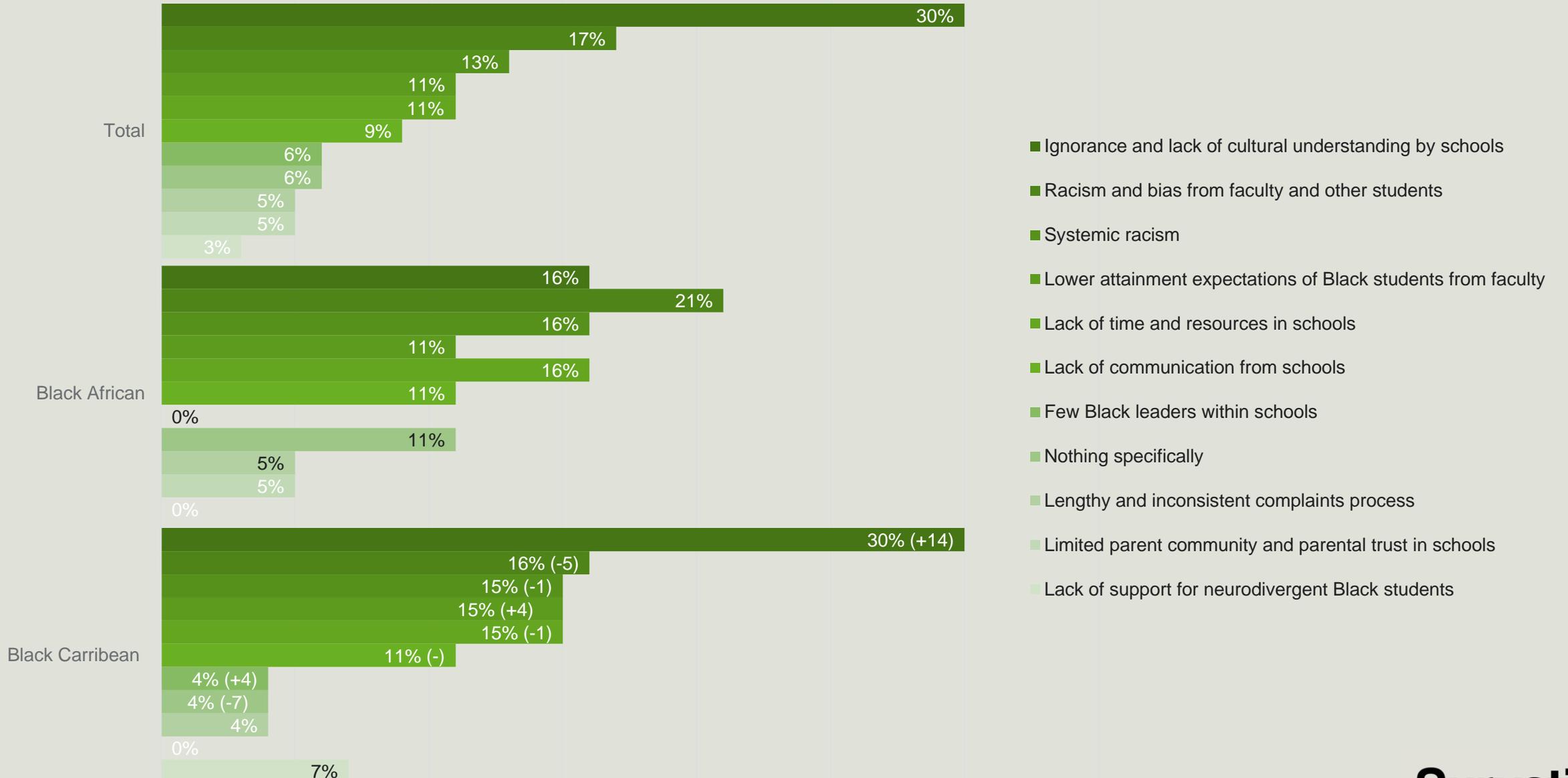■ NET: Significant (Extremely +Very) ■ Moderately significant ■ NET: Not Significant (Slightly+Not at all)

BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q28. To what extent do you feel you have the power to impact your child's education?

	NET: Power (Complete+A lot)	Moderate power	NET: No Power (Very little+No at all)
Total	32%	41%	27%
Black African	35%	50%	15%
Black Carribean	38% (+3)	34% (-16)	28% (+13)

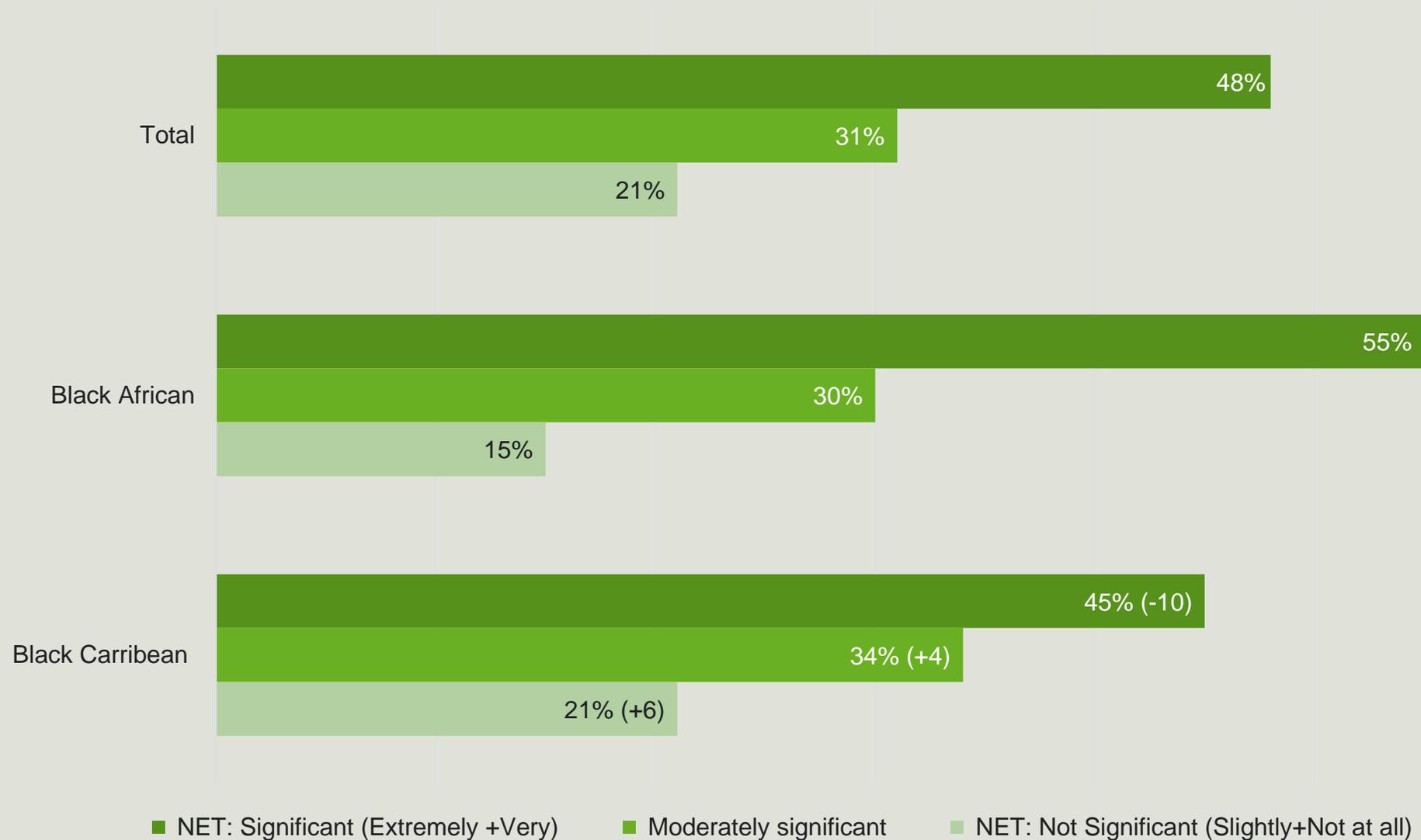■ NET: Power (Complete+A lot)　　■ Moderate power　　■ NET: No Power (Very little+No at all)

BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q29. Have you witnessed or experienced racism in your child's school?

Total
- 7%
- 28%
- 45%
- 14%
- 6%

Black African
- 10%
- 25%
- 65%
- 0%
- 0%

Black Carribean
- 10% (-)
- 28% (+3)
- 34% (-31)
- 21% (+21)
- 7% (+7)

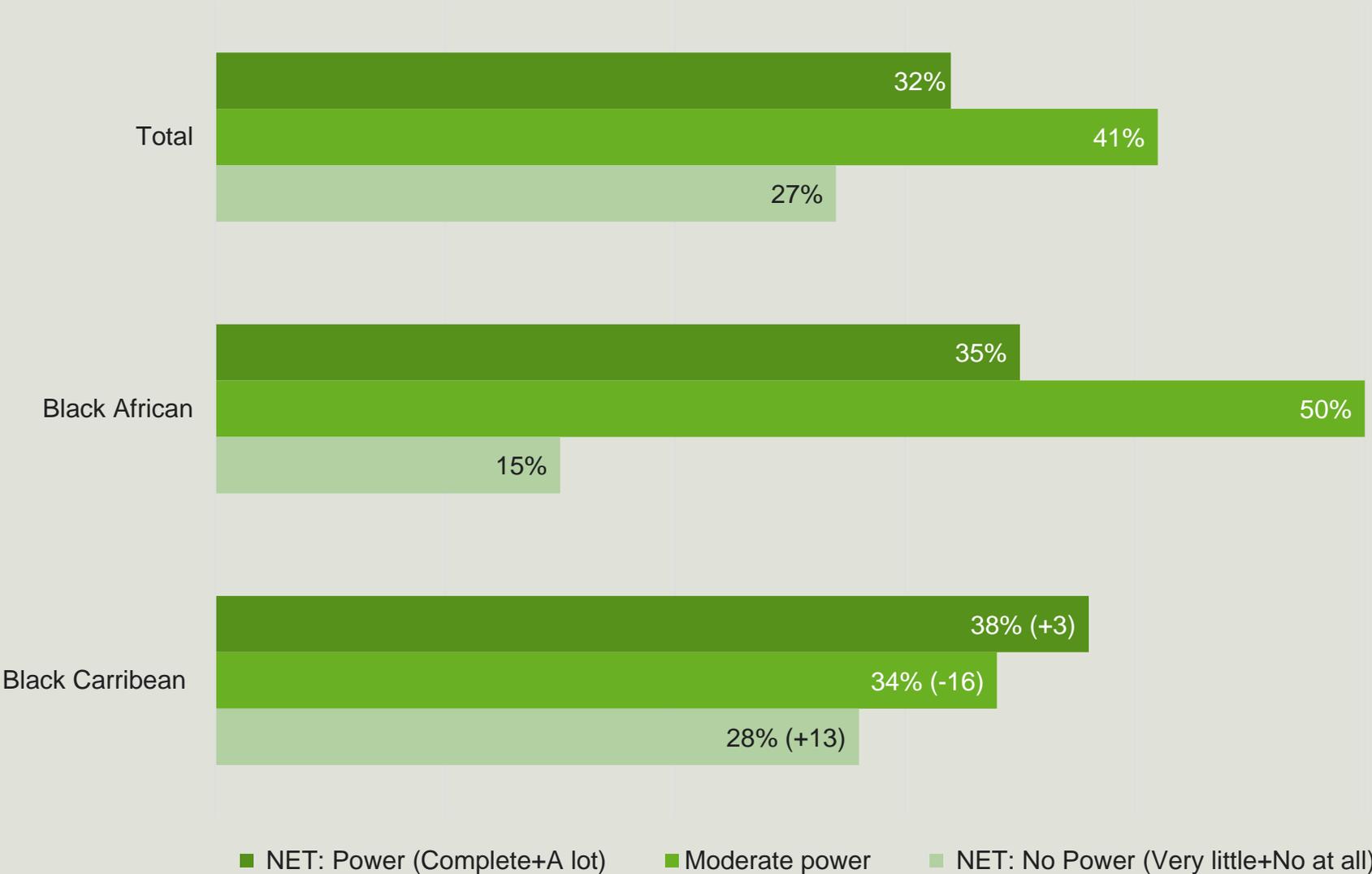■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

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Survation.

Q28. To what extent do you feel you have the power to impact your child's education?

Total
- NET: Power (Complete+A lot): 32%
- Moderate power: 41%
- NET: No Power (Very little+No at all): 27%

Black African
- NET: Power (Complete+A lot): 35%
- Moderate power: 50%
- NET: No Power (Very little+No at all): 15%

Black Carribean
- NET: Power (Complete+A lot): 38% (+3)
- Moderate power: 34% (-16)
- NET: No Power (Very little+No at all): 28% (+13)

■ NET: Power (Complete+A lot) ■ Moderate power ■ NET: No Power (Very little+No at all)
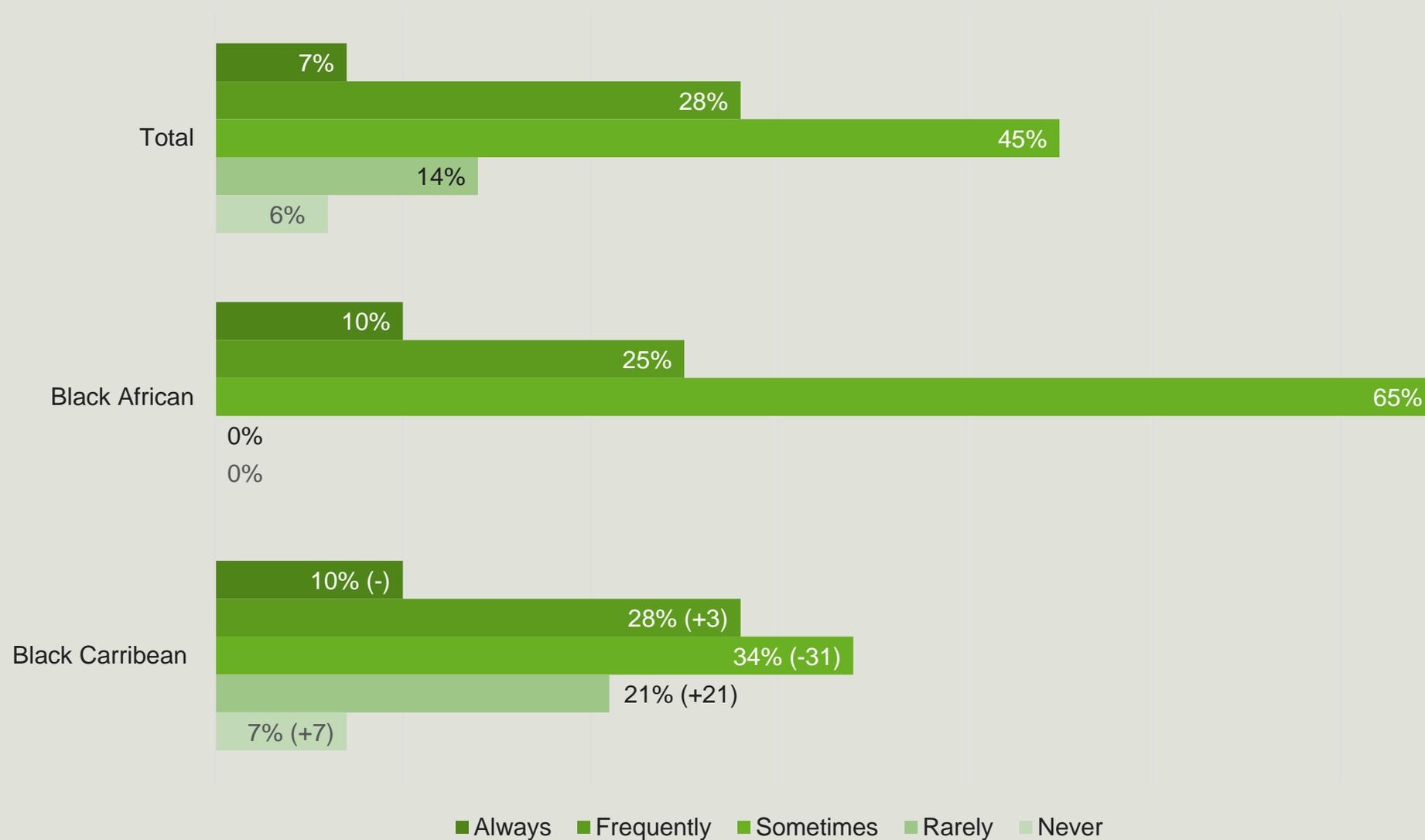
BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q30. Perceived Power in Challenging Racism: How much power do you think you have in challenging racism at your child's school?

Total
- 17%
- 45%
- 38%

Black African
- 20%
- 45%
- 35%

Black Carribean
- 24% (+4)
- 48% (+3)
- 28% (-7)

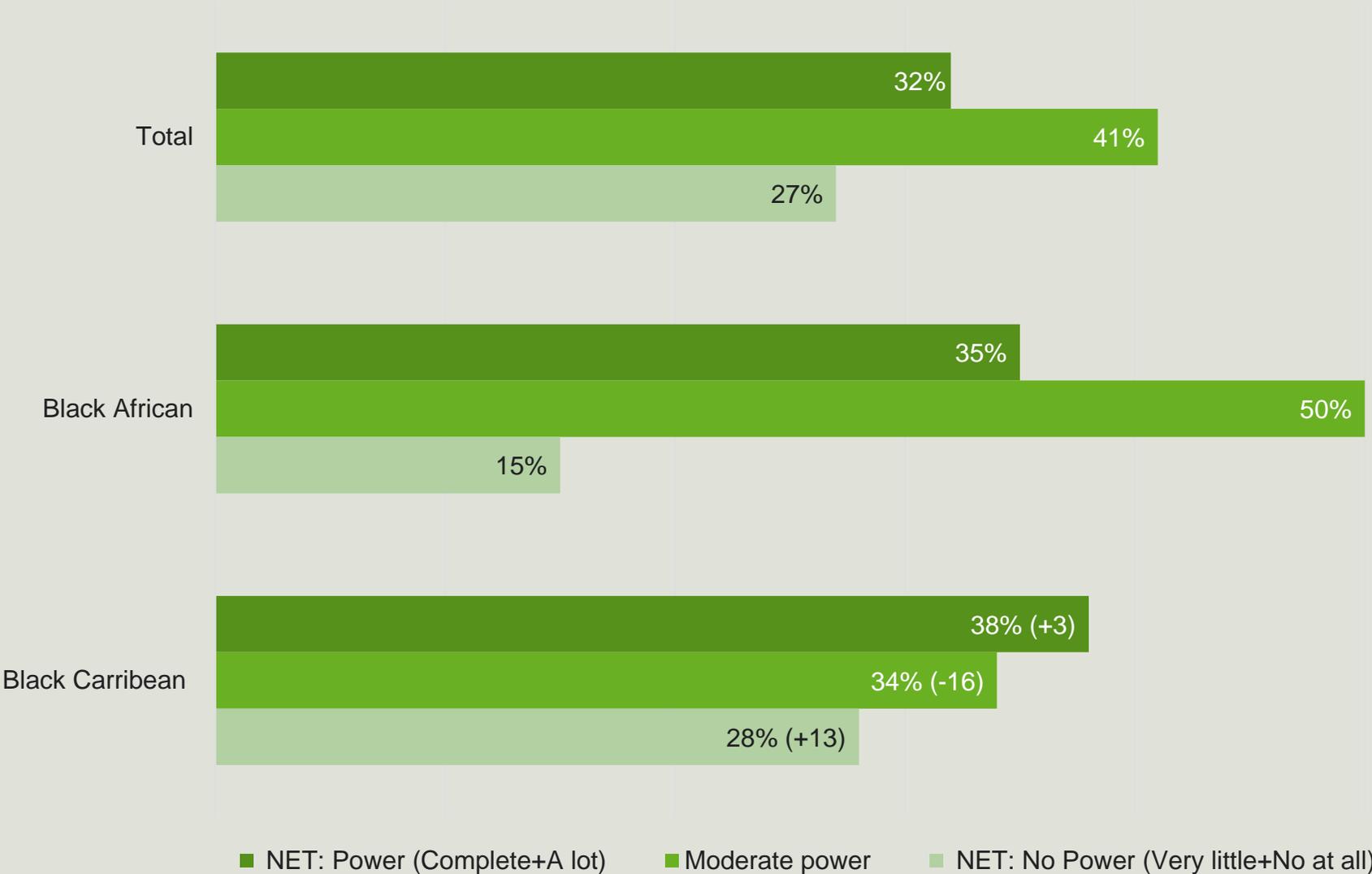■ NET: Power (Complete+A lot)   ■ Some power   ■ NET: No Power (Very little+No at all)
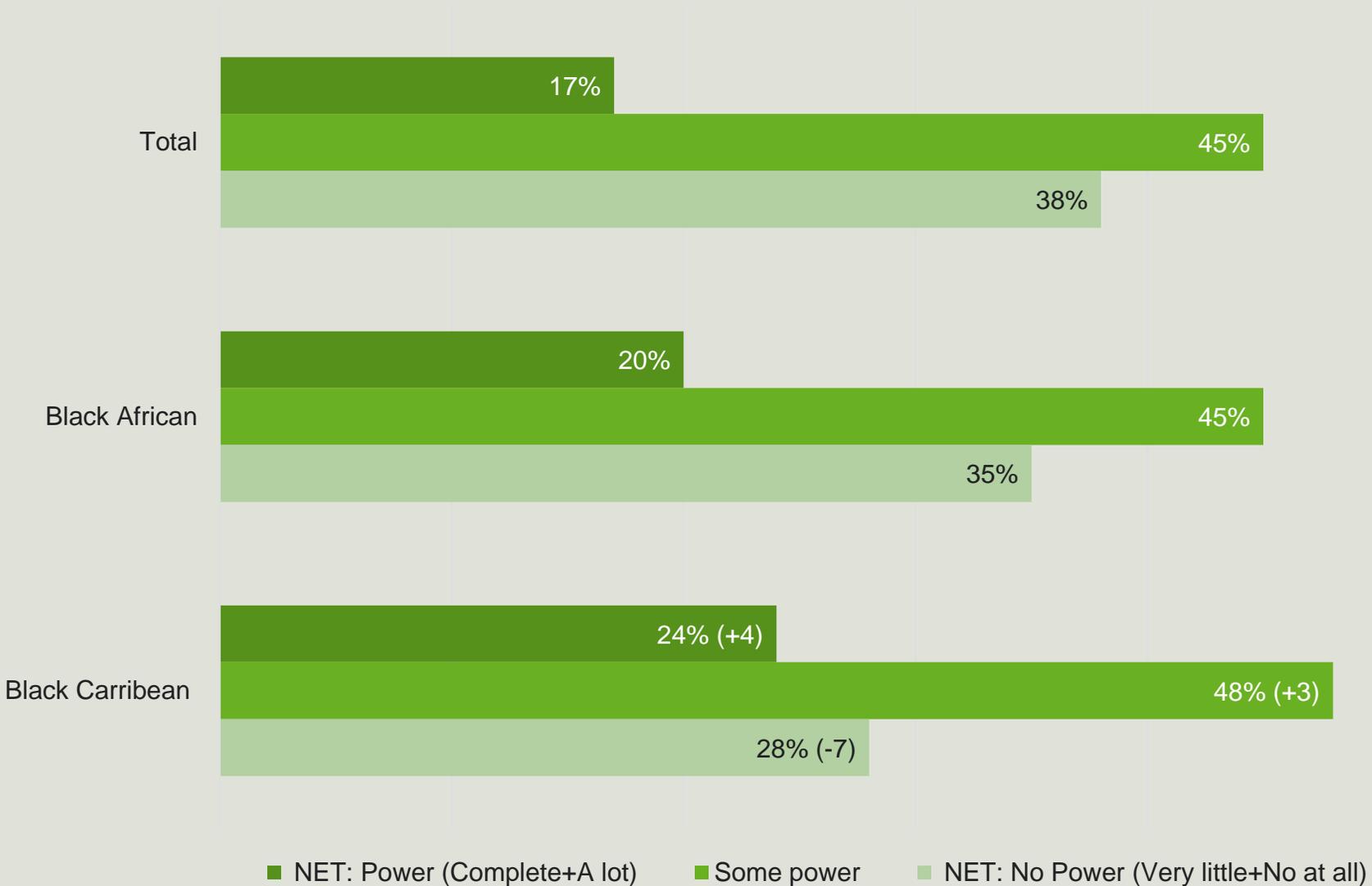
BASE: Parents and guardians, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q31. Please share examples or expand on any of the above questions

Total
- 35%
- 17%
- 15%
- 8%
- 6%
- 4%
- 4%
- 4%
- 4%
- 2%
- 2%
- 2%
- 2%
- 2%
- 2%

Black African
- 21%
- 14%
- 7%
- 7%
- 7%
- 7%
- 7%
- 7%
- 7%
- 7%
- 0%
- 7%
- 7%
- 0%
- 7%

Black Carribean
- 40% (+19)
- 15% (+1)
- 15% (+8)
- 10% (+3)
- 5% (-2)
- 0% (-7)
- 5% (-2)
- 0% (-7)
- 5%
- 0%
- 0%
- 0%
- 0%
- 5%
- 0%

Legend:
- Denial of racism and lack of accountability by schools after reports of racism
- Discrimination through double standards, such as by behaviour or hair type
- Parent challenges the school about racism
- Broken system and institutionalised racism
- Ignorance and lack of cultural understanding in schools
- Disciplinary actions for racism by students are not severe enough
- Lower attainment expectations of Black students from faculty
- Racism and bias from faculty or other students
- School addresses reports of racism swiftly and effectively
- Challenges getting better pastoral support
- Limited communication between schools and parents
- Parent is faculty
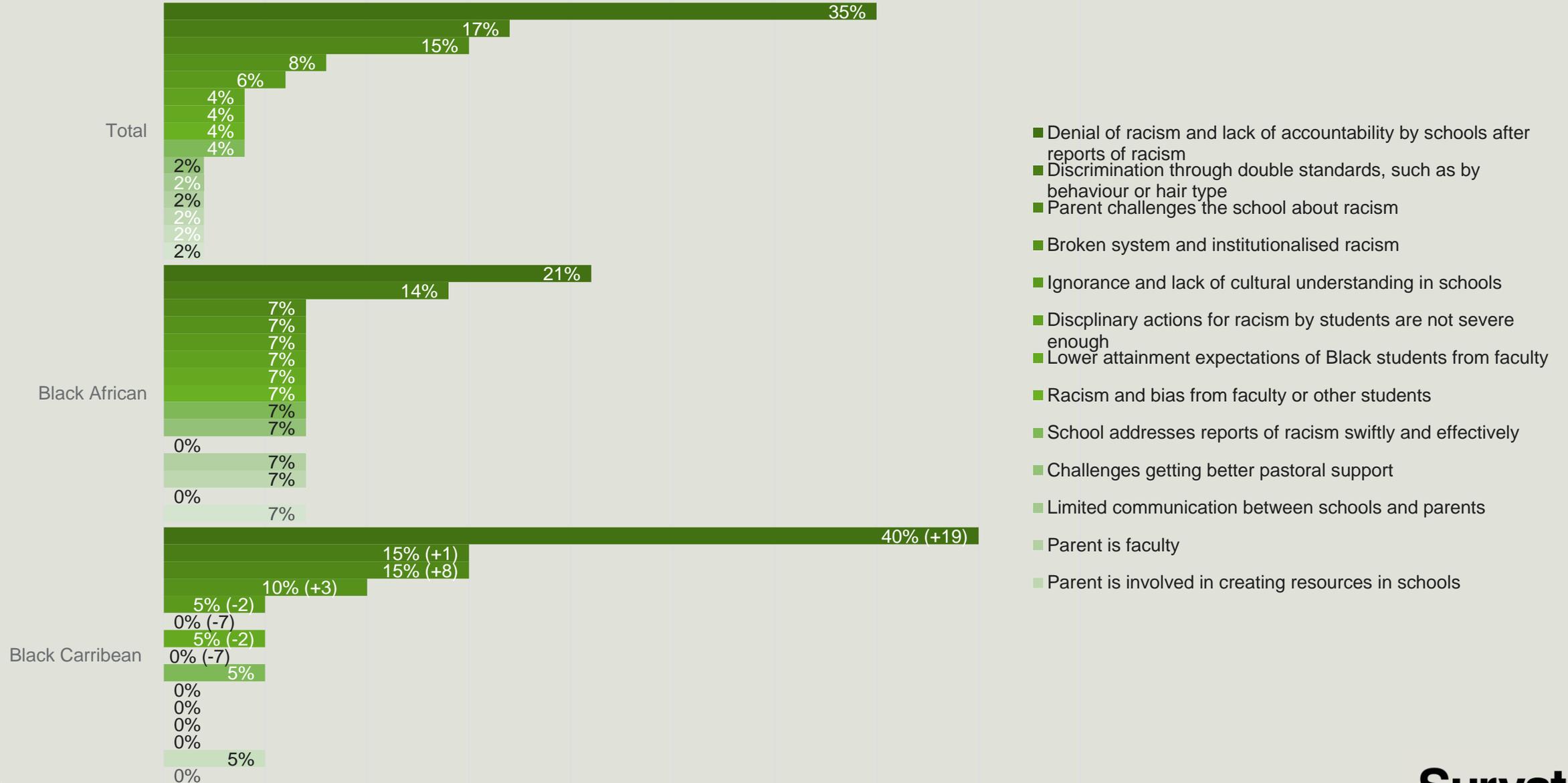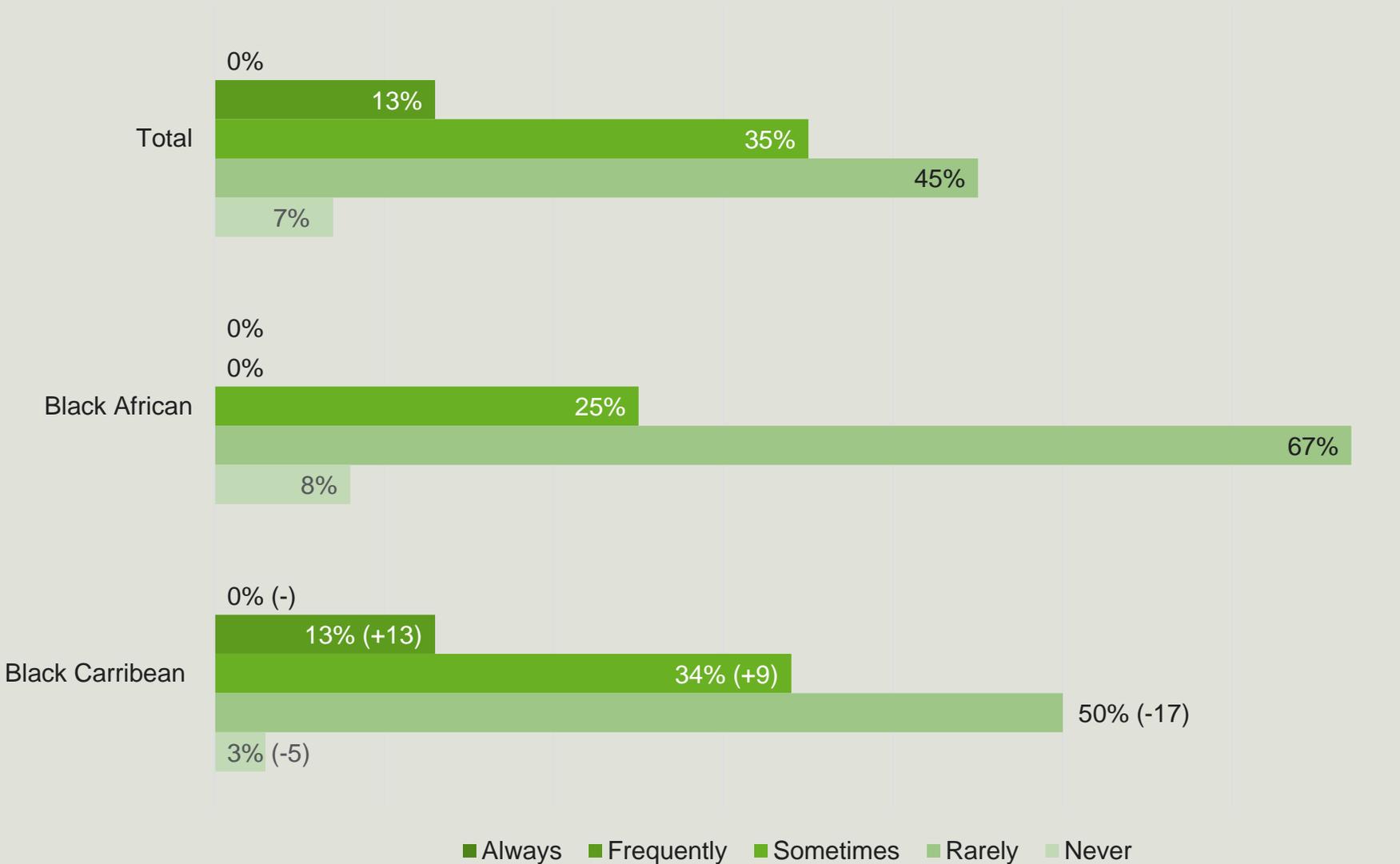- Parent is involved in creating resources in schools

28

BASE: Parents and guardians, Unweighted total: 48. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q33. As a teacher, how often have you been able to exercise power effectively against racism or discrimination within your school?

Total
- 0%
- 13%
- 35%
- 45%
- 7%

Black African
- 0%
- 0%
- 25%
- 67%
- 8%

Black Carribean
- 0% (-)
- 13% (+13)
- 34% (+9)
- 50% (-17)
- 3% (-5)

■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Teachers, Unweighted total: 71. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q34_1. Myself - If you answered rarely, sometimes, frequently or always, did you exercise power for yourself, a colleague, or a pupil?

Total
- 19%
- 81%

Black African
- 13%
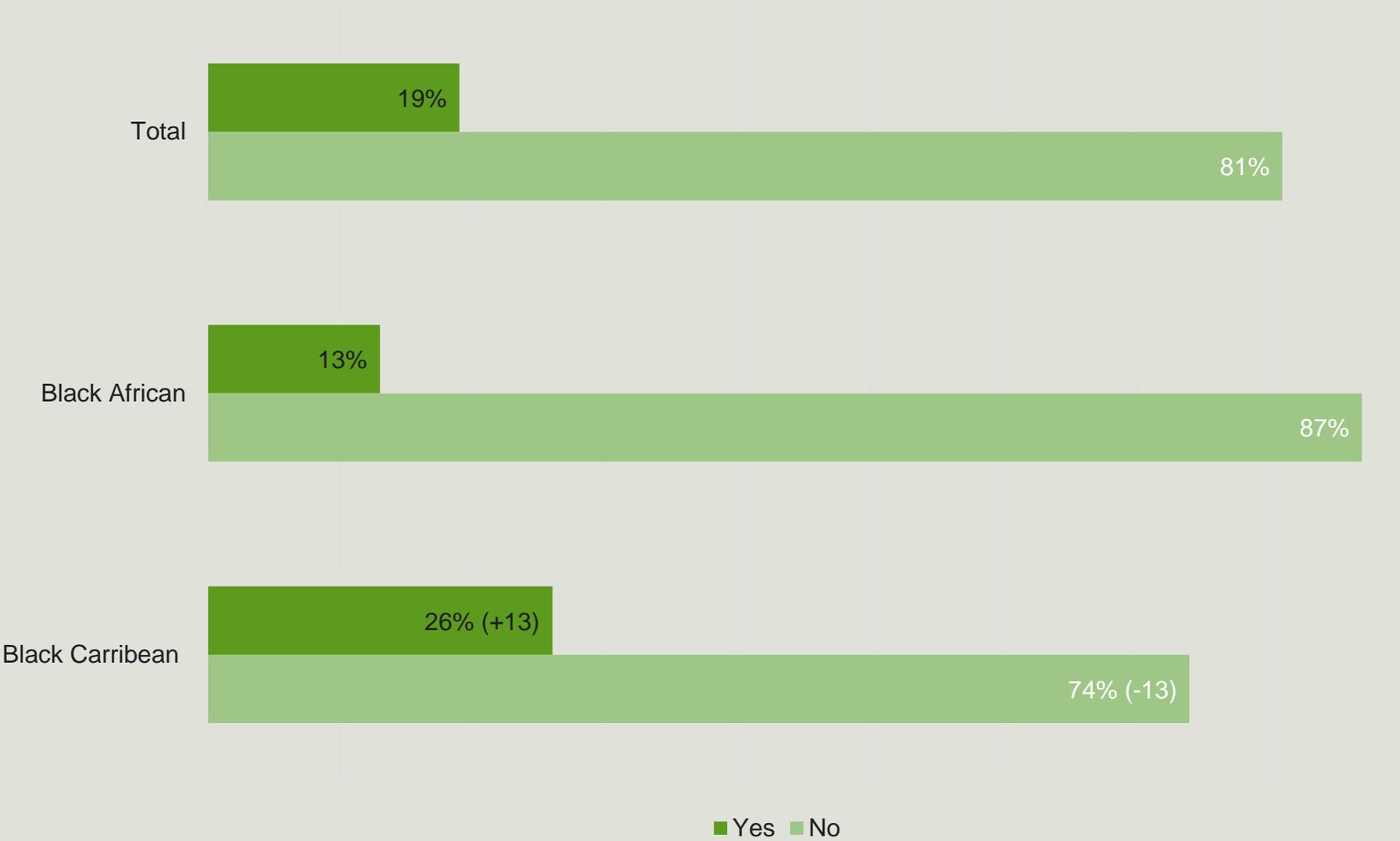- 87%

Black Carribean
- 26% (+13)
- 74% (-13)

■ Yes ■ No

BASE: All respondents, Unweighted total: 215. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q34_2. Colleague - If you answered rarely, sometimes, frequently or always, did you exercise power for yourself, a colleague, or a pupil?

Total
- 9%
- 91%

Black African
- 5%
- 95%

Black Carribean
- 8% (+3)
- 92% (-3)

■ Yes ■ No

BASE: All respondents, Unweighted total: 215. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q34_3. Pupil - If you answered rarely, sometimes, frequently or always, did you exercise power for yourself, a colleague, or a pupil?

Total
- Yes: 24%
- No: 76%

Black African
- Yes: 14%
- No: 86%

Black Carribean
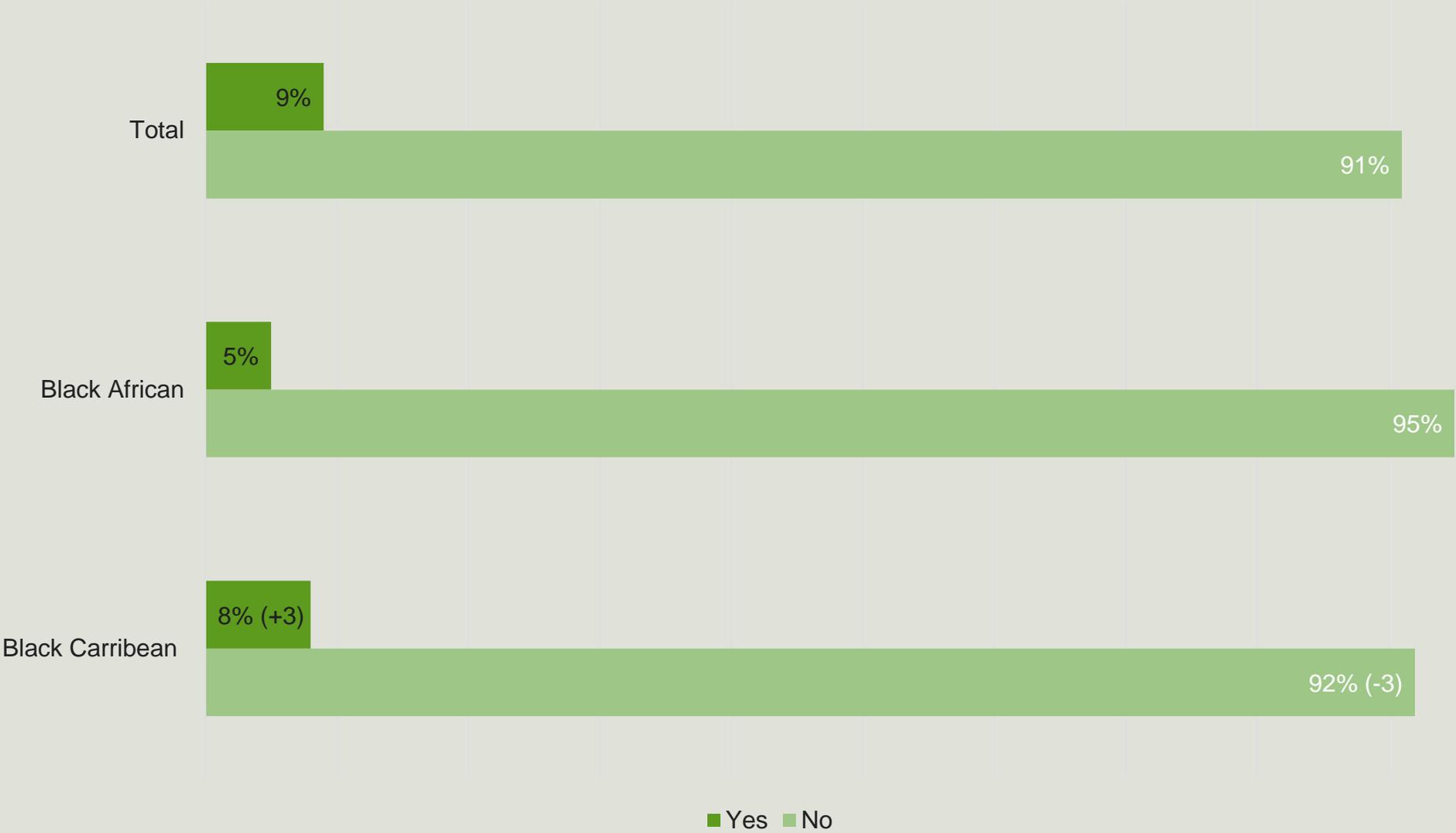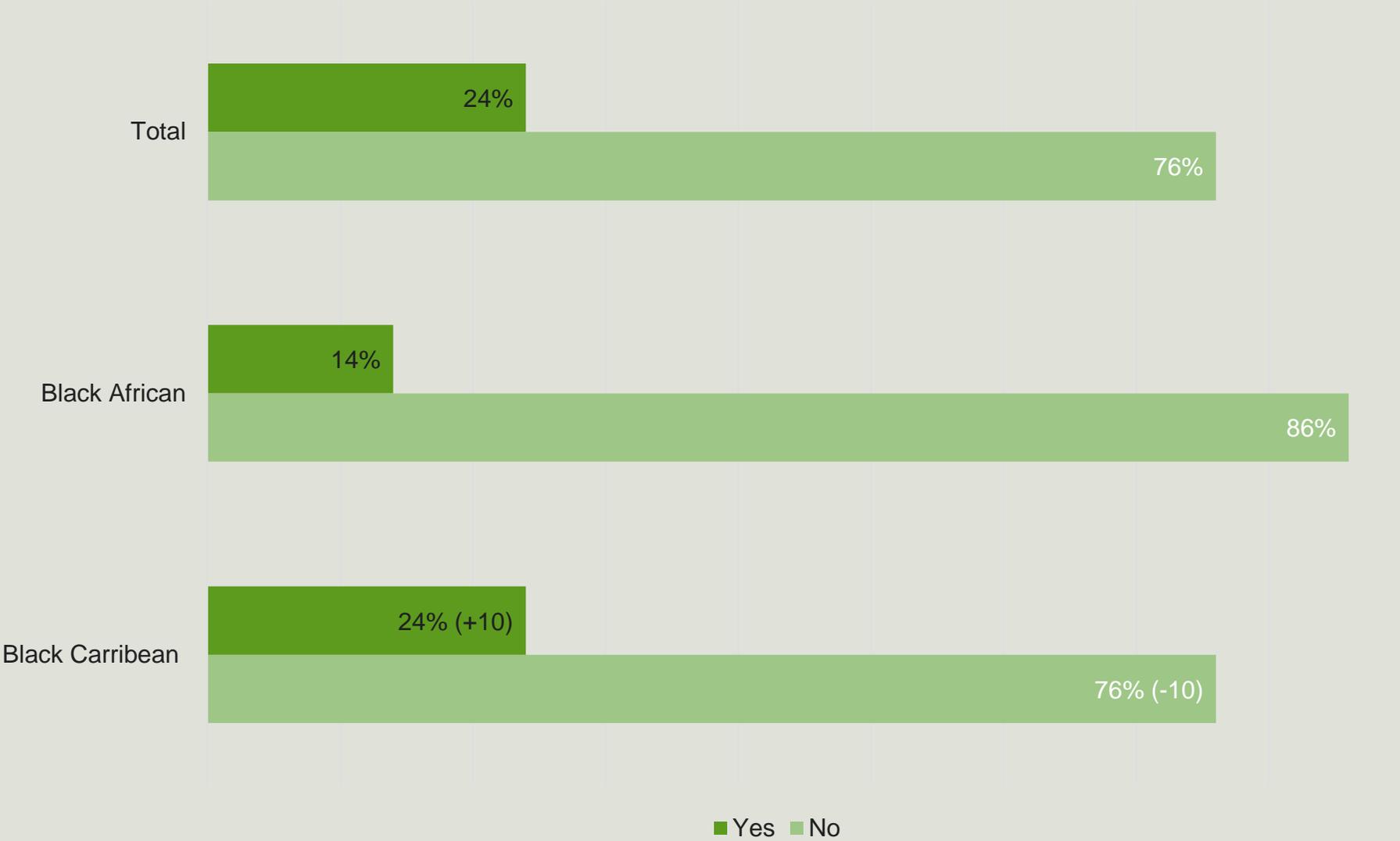- Yes: 24% (+10)
- No: 76% (-10)

■ Yes ■ No

BASE: All respondents, Unweighted total: 215. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q35. How often have you felt unable to exercise power against racism or discrimination within your school?

Total
- 12%
- 36%
- 33%
- 14%
- 4%

Black African
- 8%
- 67%
- 25%
- 0%
- 0%

Black Carribean
- 9% (+1)
- 25% (-42)
- 41% (+16)
- 16% (+16)
- 9% (+9)

■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q36. How effectively do Black teachers exercise power within your school?
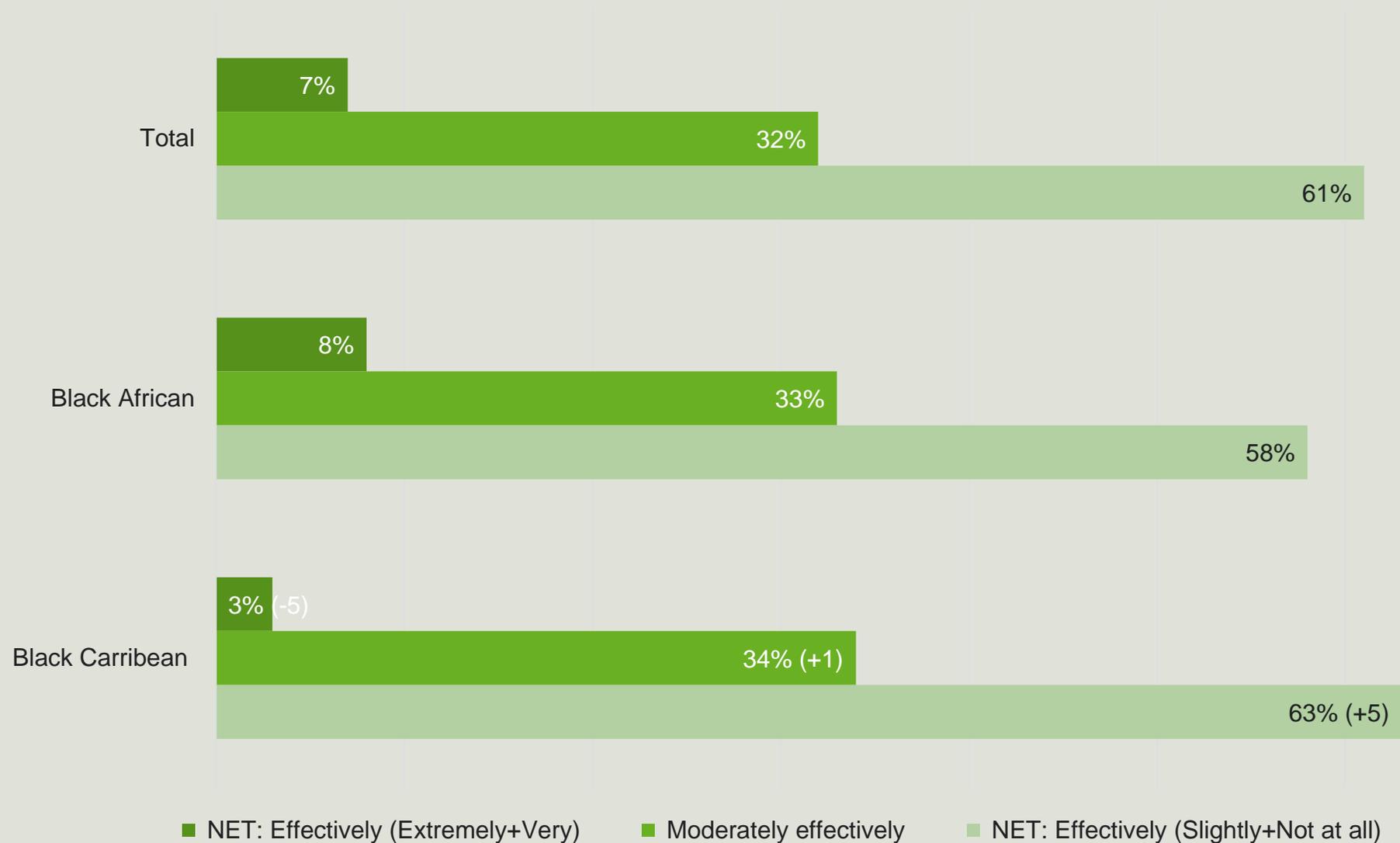
Total
- 7%
- 32%
- 61%

Black African
- 8%
- 33%
- 58%

Black Carribean
- 3% (-5)
- 34% (+1)
- 63% (+5)

■ NET: Effectively (Extremely+Very)   ■ Moderately effectively   ■ NET: Effectively (Slightly+Not at all)

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

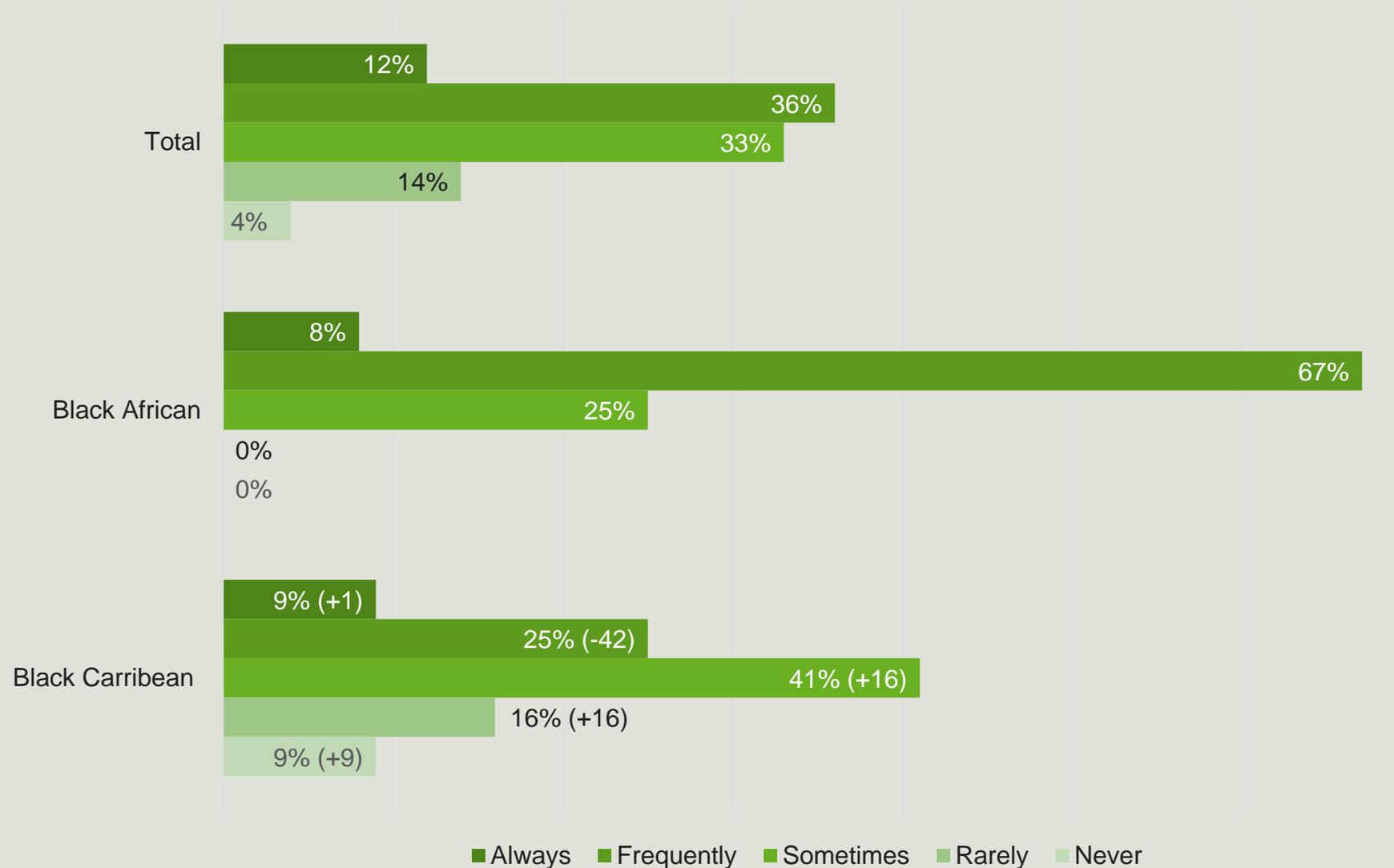**Survation.**

Q37. How do Black teachers exercise power within schools?

Total
- 31%
- 26%
- 13%
- 11%
- 9%
- 6%
- 6%
- 6%
- 4%
- 2%
- 2%

Black African
- 25%
- 13%
- 25%
- 0%
- 13%
- 0%
- 0%
- 13%
- 0%
- 13%
- 0%

Black Carribean
- 31% (+6)
- 35% (+22)
- 8% (-17)
- 15% (+15)
- 8% (-5)
- 8% (+8)
- 8% (+8)
- 4% (-9)
- 4%
- 0%
- 0%

Legend:
- ■ Try to but no or not enough Black teachers so racism is overloked or ignored
- ■ Highlighting and reporting racism and issues
- ■ They do not exercise power
- ■ Holding leadership positions or advocating for more Black leaders
- ■ Advocate when possible but fear effects on their career
- ■ Change in curriculum
- ■ Empowering students by being role models
- ■ Expressing opinions and speaking out
- ■ Working with a union
- ■ Advocate when possible but ignored
- ■ Fairness and consistency

BASE: Teachers, Unweighted total: 54. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

35

Survation.

Q38. How significant do you think the tools are that Black pupils perceive they have within schools to utilise their power?

Total
- 13%
- 16%
- 71%

Black African
- 8%
- 0%
- 92%

Black Carribean
- 9% (+1)
- 22% (+22)
- 69% (-23)

■ NET: Significant (Extremely+Very)   ■ Moderately significant   ■ NET: Not Significant (Slightly+Not at all)
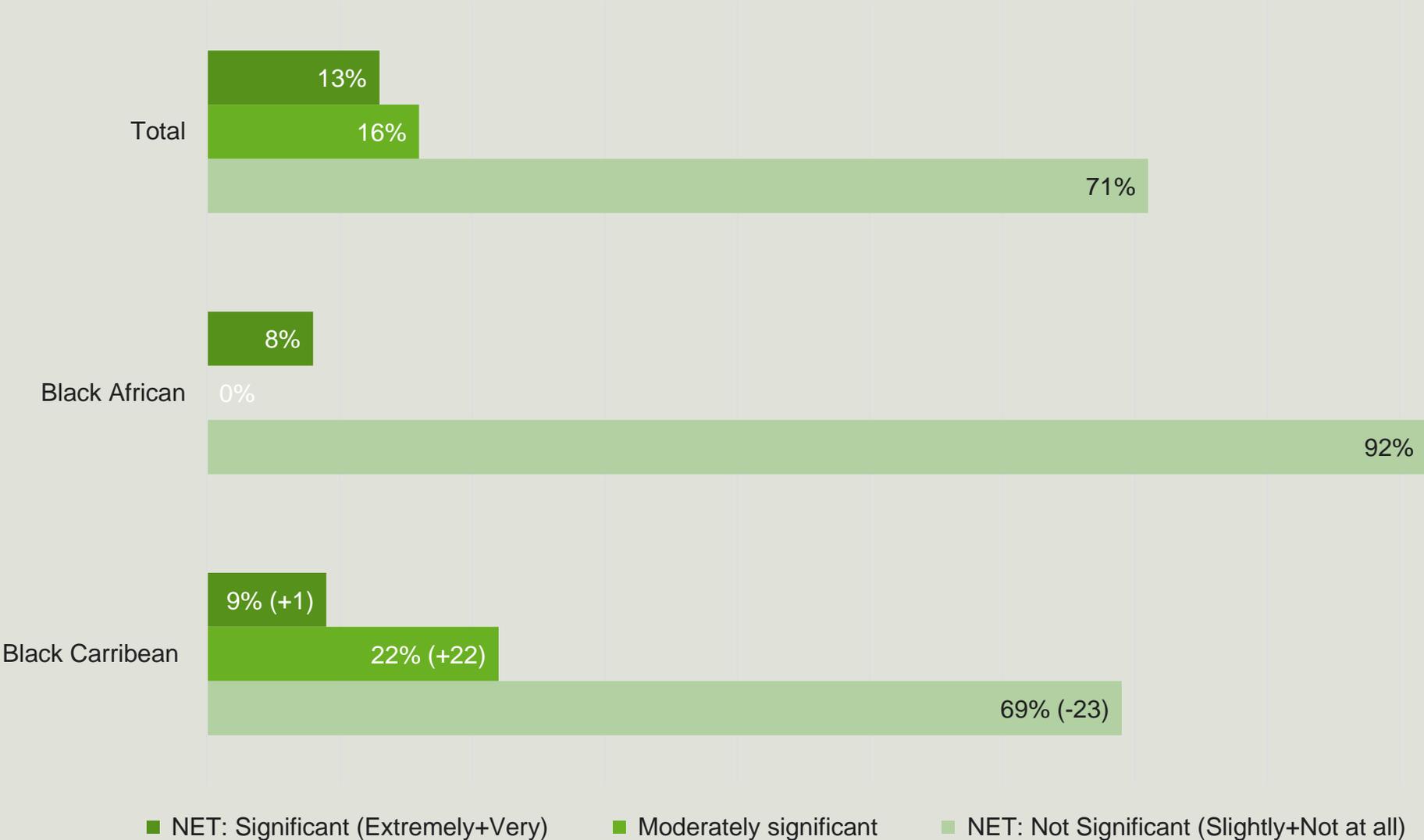
BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q39. How adequate are the resources available to you for supporting Black pupils in your school?

Total
- 9%
- 17%
- 74%

Black African
- 8%
- 8%
- 83%

Black Carribean
- 6% (-2)
- 22% (+14)
- 72% (-11)

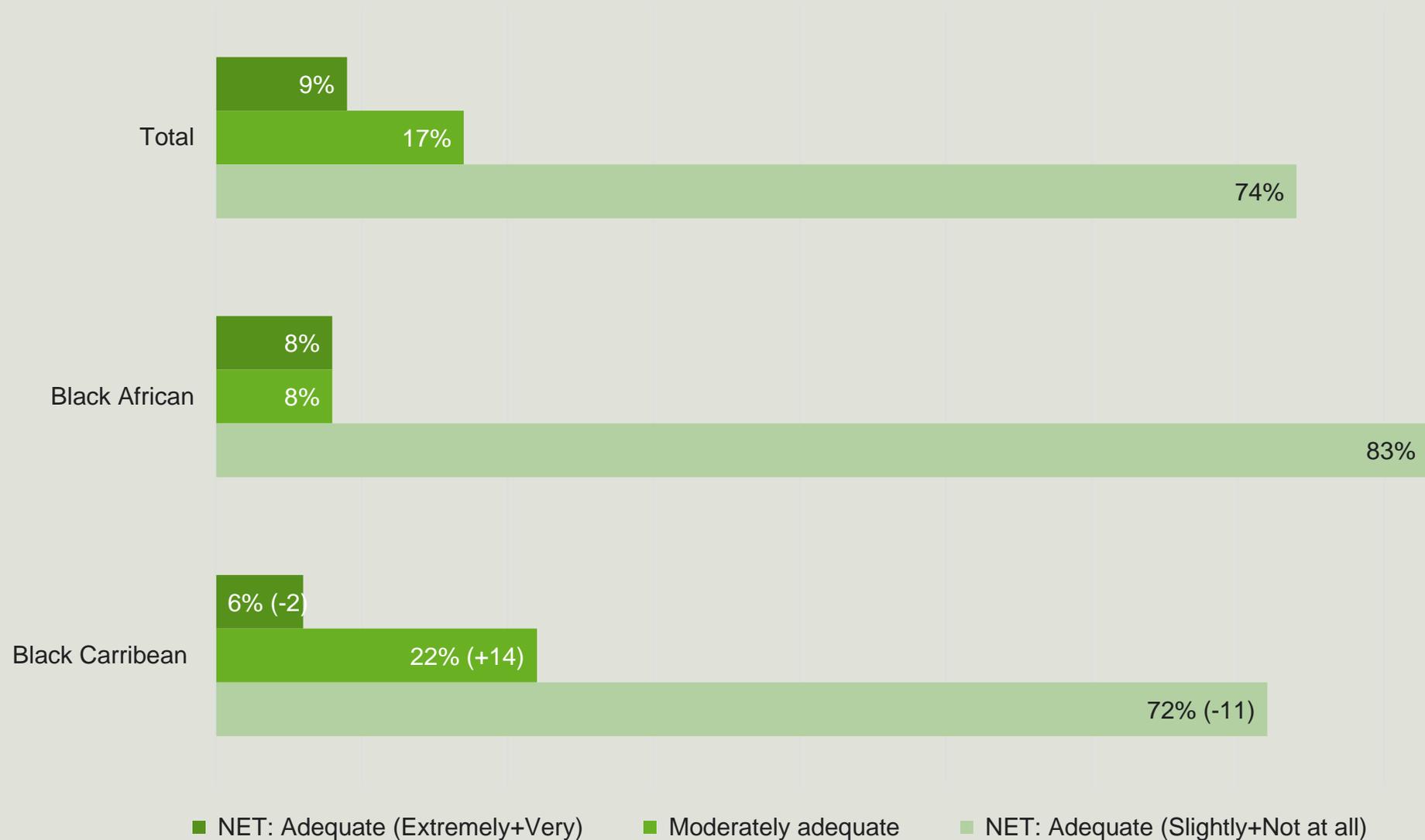■ NET: Adequate (Extremely+Very)   ■ Moderately adequate   ■ NET: Adequate (Slightly+Not at all)

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q40. What resources do you have to support Black pupils?

Total
- 31%
- 19%
- 17%
- 15%
- 13%
- 7%
- 6%
- 6%
- 6%
- 2%
- 2%
- 2%

Black African
- 75%
- 25%
- 13%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%

Black Carribean
- 31% (-44)
- 12% (-13)
- 19% (+6)
- 19% (+19)
- 15% (+15)
- 4% (+4)
- 12% (+12)
- 8% (+8)
- 8% (+8)
- 0%
- 0%
- 0%

Legend:
- Nothing specific
- Own resources found or made such as collating articles
- Sharing knowledge based on own life experiences
- Teaching curriculum within context of Black lived experience and decolonising it
- Diverse literature
- Mentoring and/or pastoral staff including counsellors
- Advocating themselves for Black students
- Allocating time for student groups
- Anti racism training & CPD
- Black toy dolls
- Diverse dancewear for all skin tones
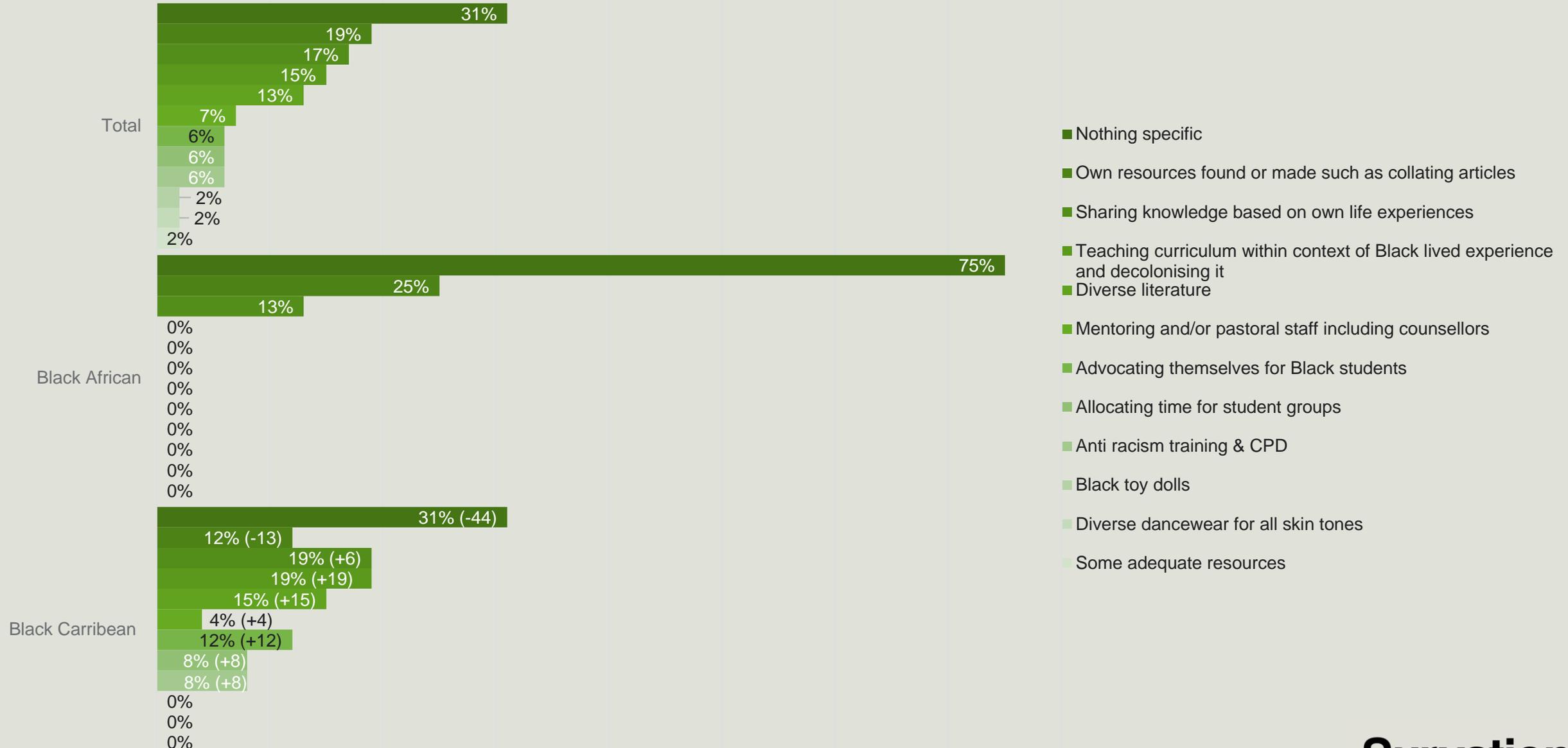- Some adequate resources

BASE: Teachers, Unweighted total: 54. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q41. How empowered do you feel to teach Black pupils and challenge bias within your school?

Total
- 42%
- 23%
- 35%

Black African
- 25%
- 25%
- 50%

Black Carribean
- 50% (+25)
- 16% (-9)
- 34% (-16)

■ NET: Empowered (Extremely+Very)   ■ Moderately empowered   ■ NET: Not Empowered (Slightly+Not at all)
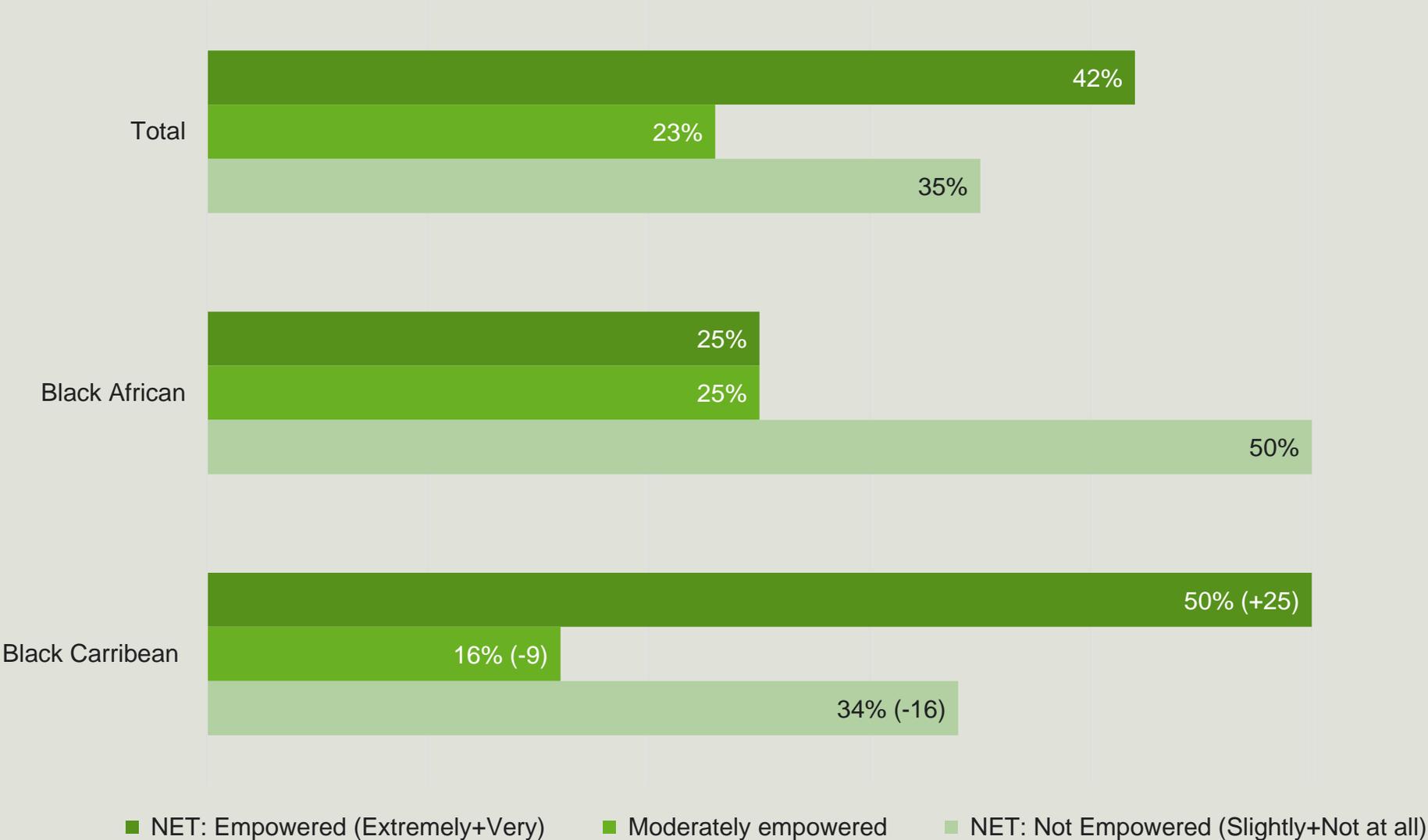
BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q42. How significant are the constraints that hinder you from supporting Black pupils effectively?

- **NET: Significant (Extremely+Very)**
- **Moderately significant**
- **NET: Not Significant (Slightly+Not at all)**

Total
- 57%
- 20%
- 23%

Black African
- 75%
- 17%
- 8%

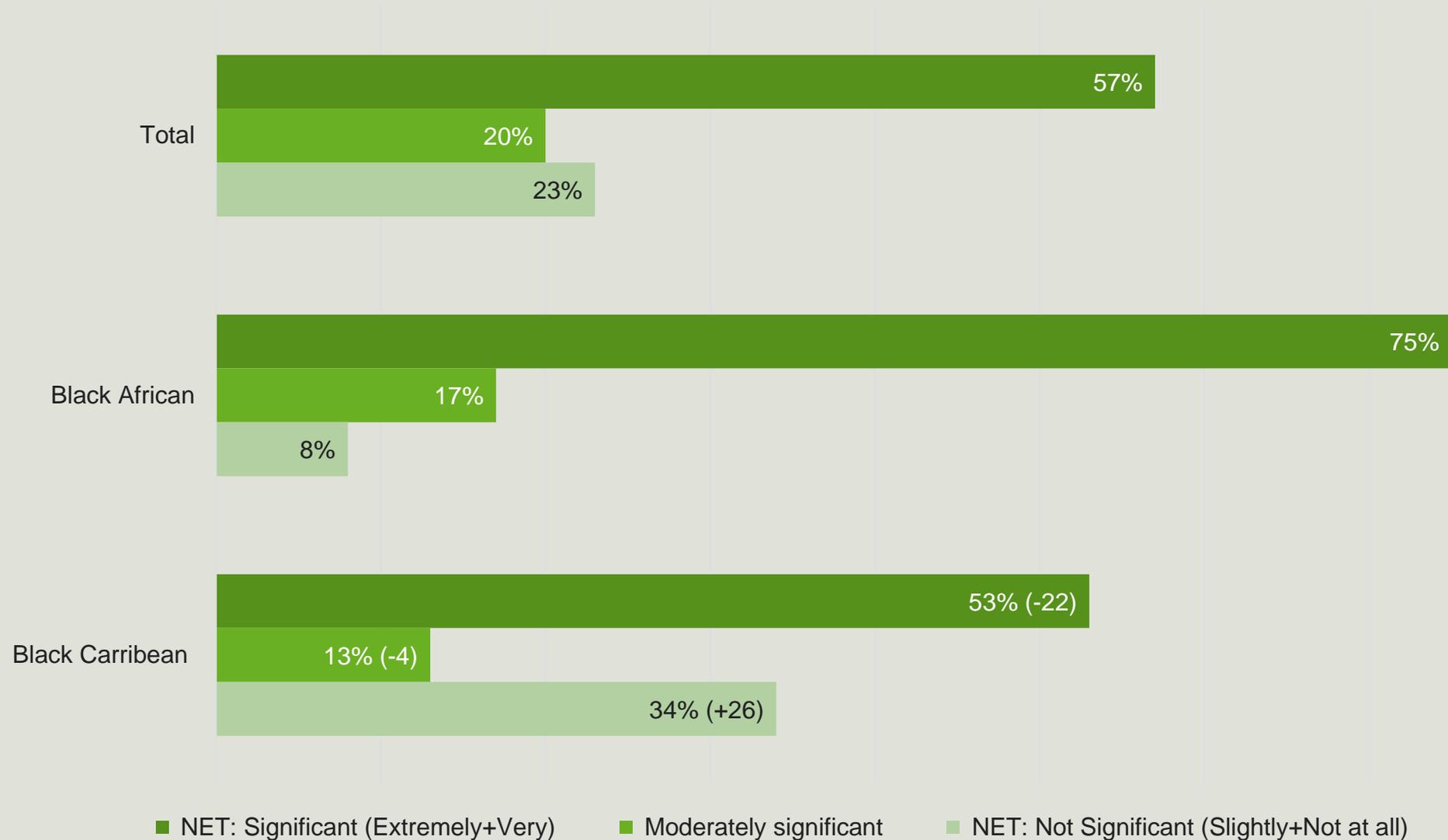**Black Carribean**
- 53% (-22)
- 13% (-4)
- 34% (+26)

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q43. What are the constraints that hinder you from supporting black pupils effectively?

Total
- 39%
- 22%
- 19%
- 19%
- 15%
- 6%
- 4%
- 4%
- 2%

Black African
- 57%
- 29%
- 14%
- 0%
- 14%
- 0%
- 0%
- 14%
- 0%

Black Carribean
- 37% (-20)
- 11% (-18)
- 7% (-7)
- 26% (+26)
- 19% (+5)
- 4% (+4)
- 0% (-)
- 4% (-10)
- 4% (+4)

Legend:
- Discrimination, bias, systemic racism, and judgement within the school
- Faculty lack of cultural understanding or ignorance
- Lack of time and resources
- Policies, governance, and lack of pastoral support restricting Black students' potential
- Not enough Black teachers or leaders
- Lack of decolonised curriculum
- Equality and reports of racism not taken seriously
- Fearing senior leadership due to possible career implications
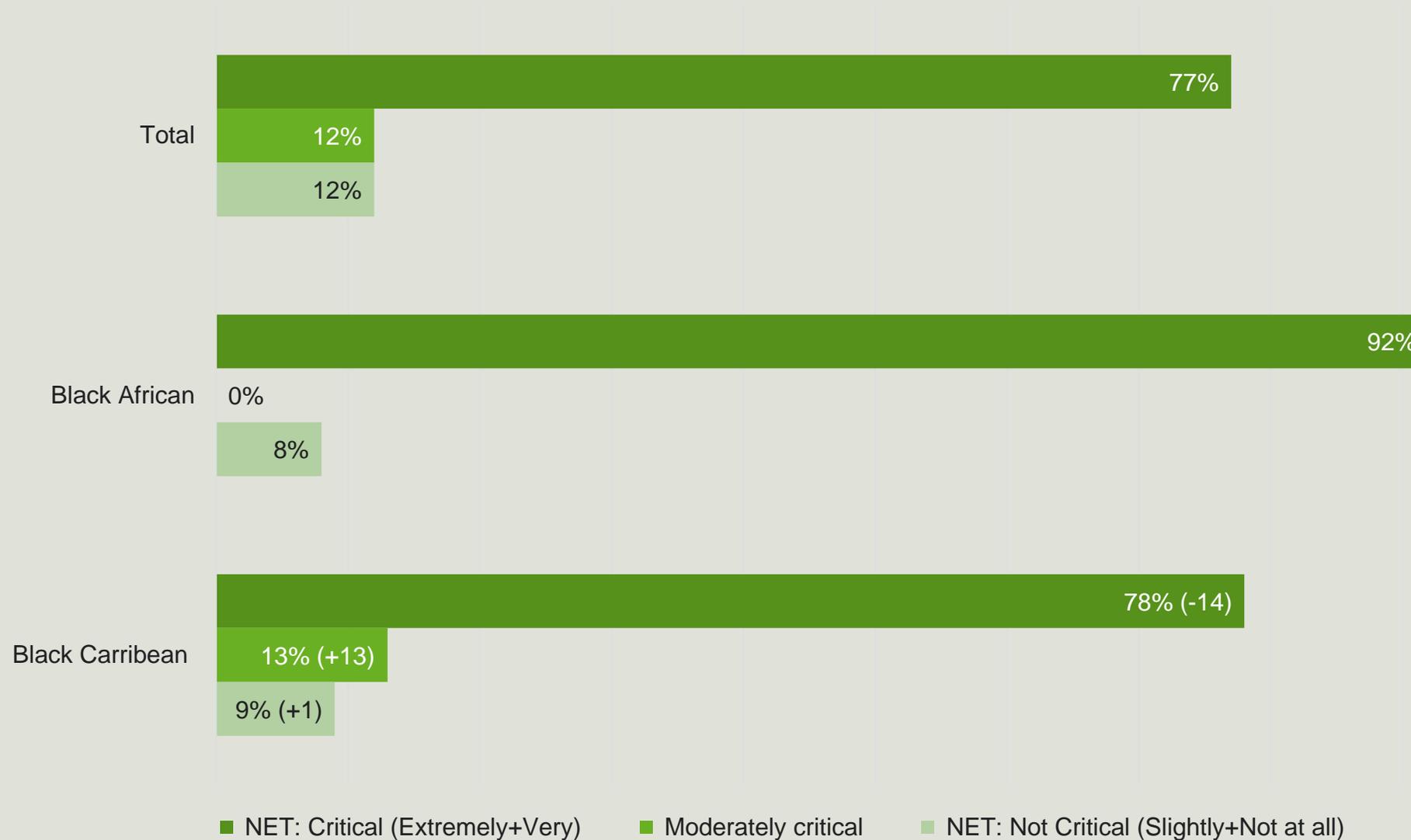- Do not allow anything to constrain them

BASE: Teachers, Unweighted total: 54. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q44. How critical is it to make changes in your school to better support Black pupils?

Total
- 77%
- 12%
- 12%

Black African
- 92%
- 0%
- 8%

Black Carribean
- 78% (-14)
- 13% (+13)
- 9% (+1)

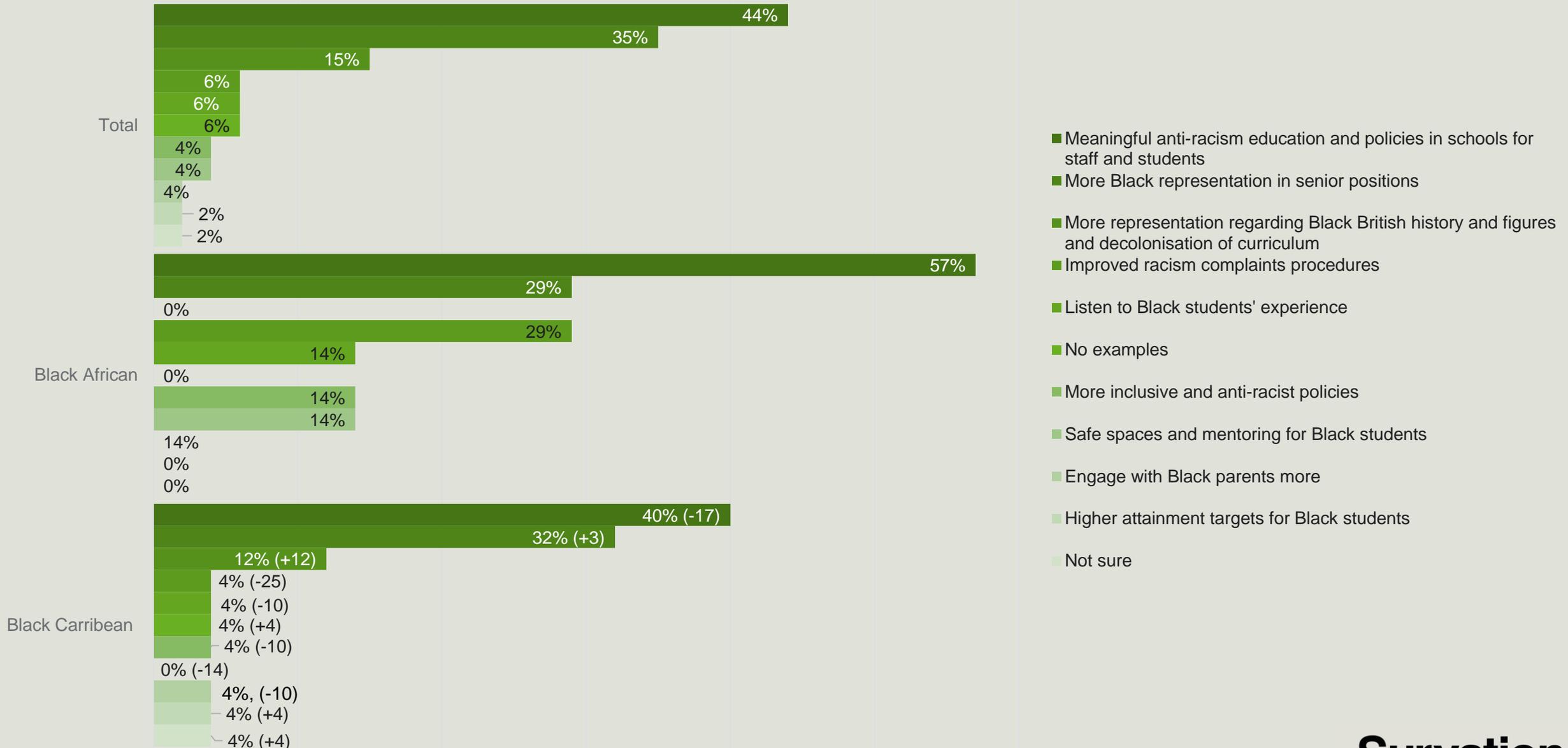■ NET: Critical (Extremely+Very)   ■ Moderately critical   ■ NET: Not Critical (Slightly+Not at all)

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q45. What changes do you suggest your school makes?

Total
- 44%
- 35%
- 15%
- 6%
- 6%
- 6%
- 4%
- 4%
- 4%
- 2%
- 2%

Black African
- 57%
- 29%
- 0%
- 29%
- 14%
- 0%
- 14%
- 14%
- 14%
- 0%
- 0%

Black Carribean
- 40% (-17)
- 32% (+3)
- 12% (+12)
- 4% (-25)
- 4% (-10)
- 4% (+4)
- 4% (-10)
- 0% (-14)
- 4%, (-10)
- 4% (+4)
- 4% (+4)

Legend:
- Meaningful anti-racism education and policies in schools for staff and students
- More Black representation in senior positions
- More representation regarding Black British history and figures and decolonisation of curriculum
- Improved racism complaints procedures
- Listen to Black students' experience
- No examples
- More inclusive and anti-racist policies
- Safe spaces and mentoring for Black students
- Engage with Black parents more
- Higher attainment targets for Black students
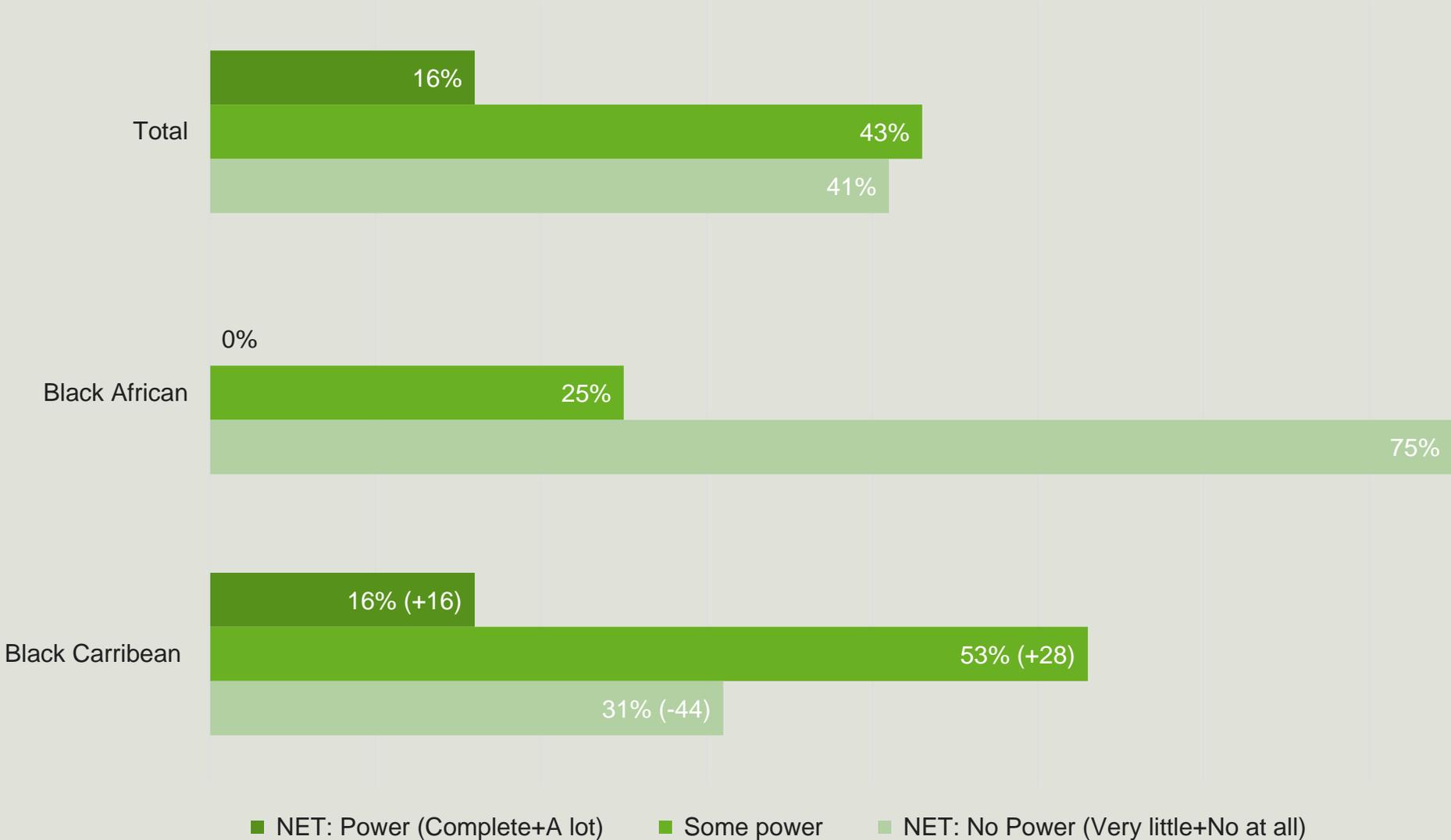- Not sure

BASE: Teachers, Unweighted total: 52. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q46. Have you witnessed or experienced racism in your school against other students and/or to teachers?
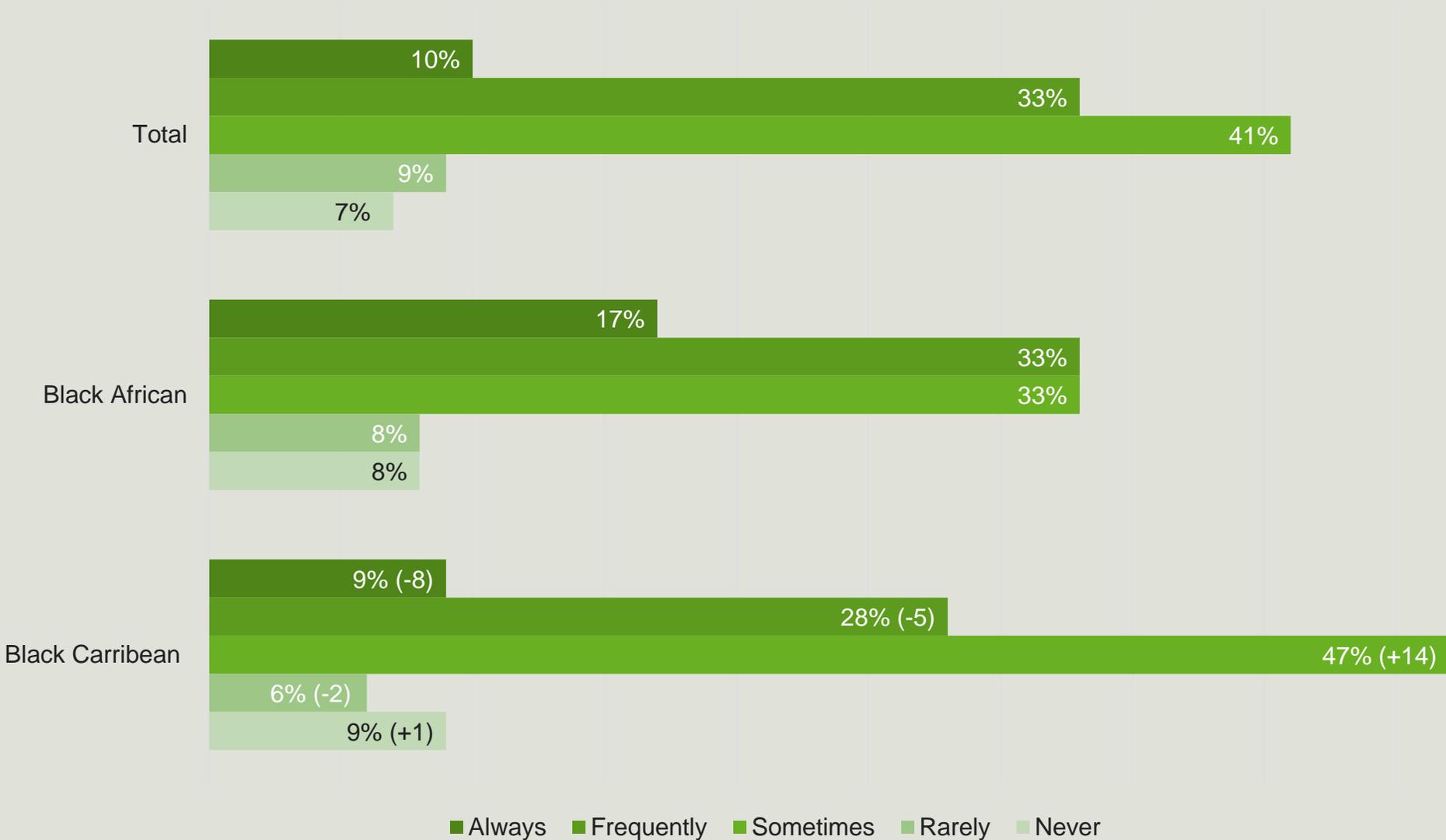
Total
- Always: 10%
- Frequently: 33%
- Sometimes: 41%
- Rarely: 9%
- Never: 7%

Black African
- Always: 17%
- Frequently: 33%
- Sometimes: 33%
- Rarely: 8%
- Never: 8%

Black Carribean
- Always: 9% (-8)
- Frequently: 28% (-5)
- Sometimes: 47% (+14)
- Rarely: 6% (-2)
- Never: 9% (+1)

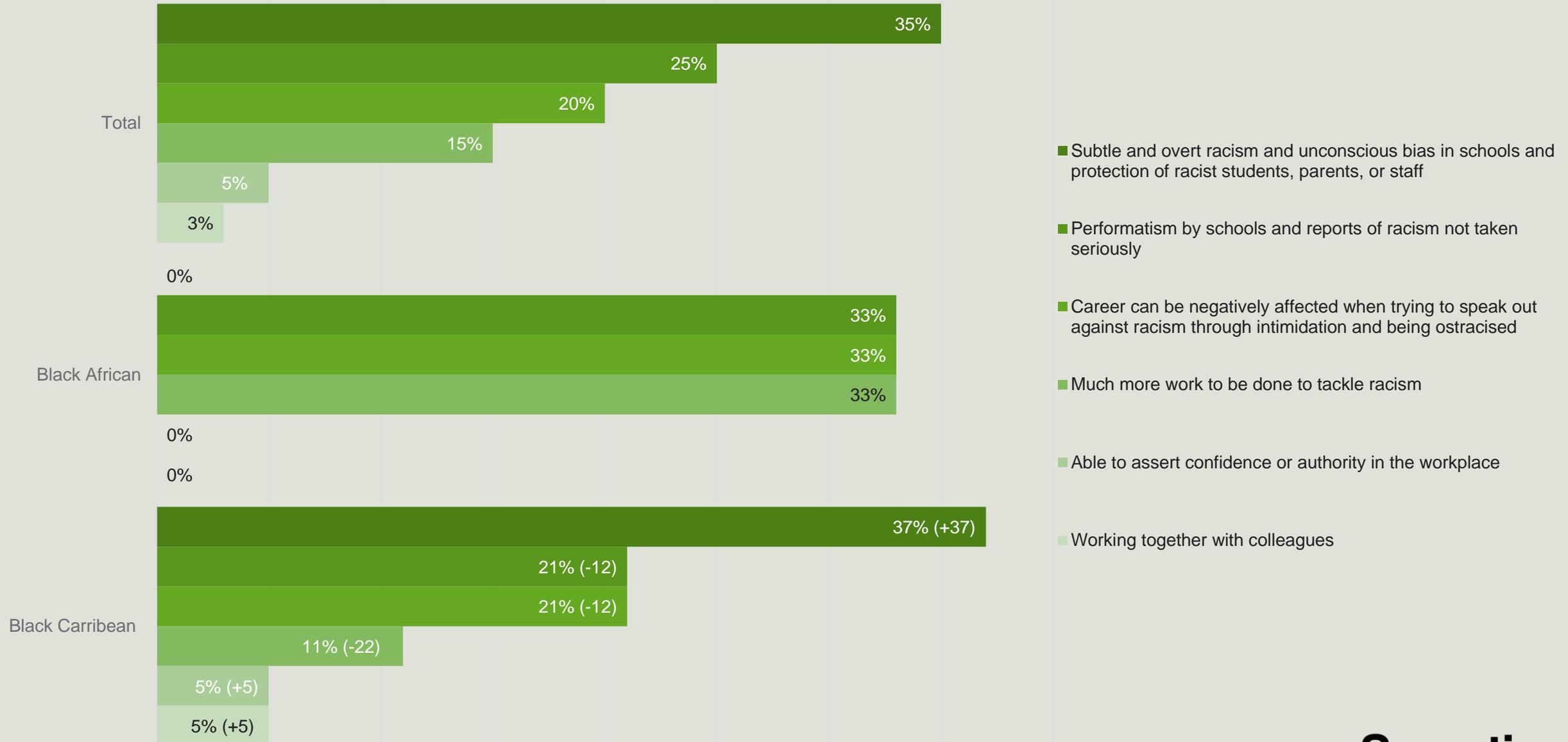■Always ■Frequently ■Sometimes ■Rarely ■Never

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q47. As a teacher, how much power do you think you have in challenging racism within your school?

Total
- 16%
- 43%
- 41%

Black African
- 0%
- 25%
- 75%

Black Carribean
- 16% (+16)
- 53% (+28)
- 31% (-44)

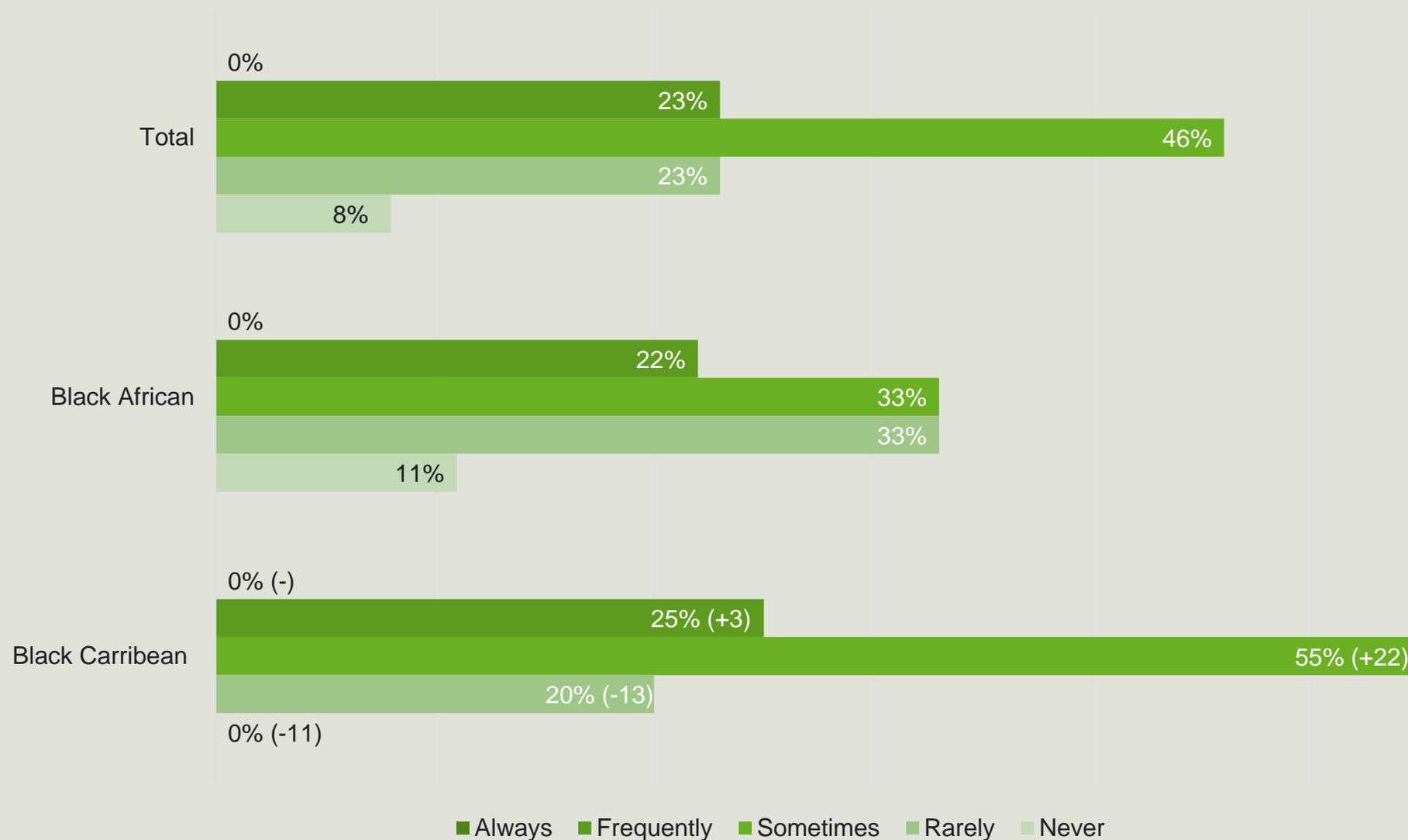■ NET: Power (Complete+A lot) ■ Some power ■ NET: No Power (Very little+No at all)

BASE: Teachers, Unweighted total: 69. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q48. What resources do you have to support Black pupils?

Total
- 35%
- 25%
- 20%
- 15%
- 5%
- 3%
- 0%

Black African
- 33%
- 33%
- 33%
- 0%
- 0%

Black Carribean
- 37% (+37)
- 21% (-12)
- 21% (-12)
- 11% (-22)
- 5% (+5)
- 5% (+5)

Legend:
- Subtle and overt racism and unconscious bias in schools and protection of racist students, parents, or staff
- Performatism by schools and reports of racism not taken seriously
- Career can be negatively affected when trying to speak out against racism through intimidation and being ostracised
- Much more work to be done to tackle racism
- Able to assert confidence or authority in the workplace
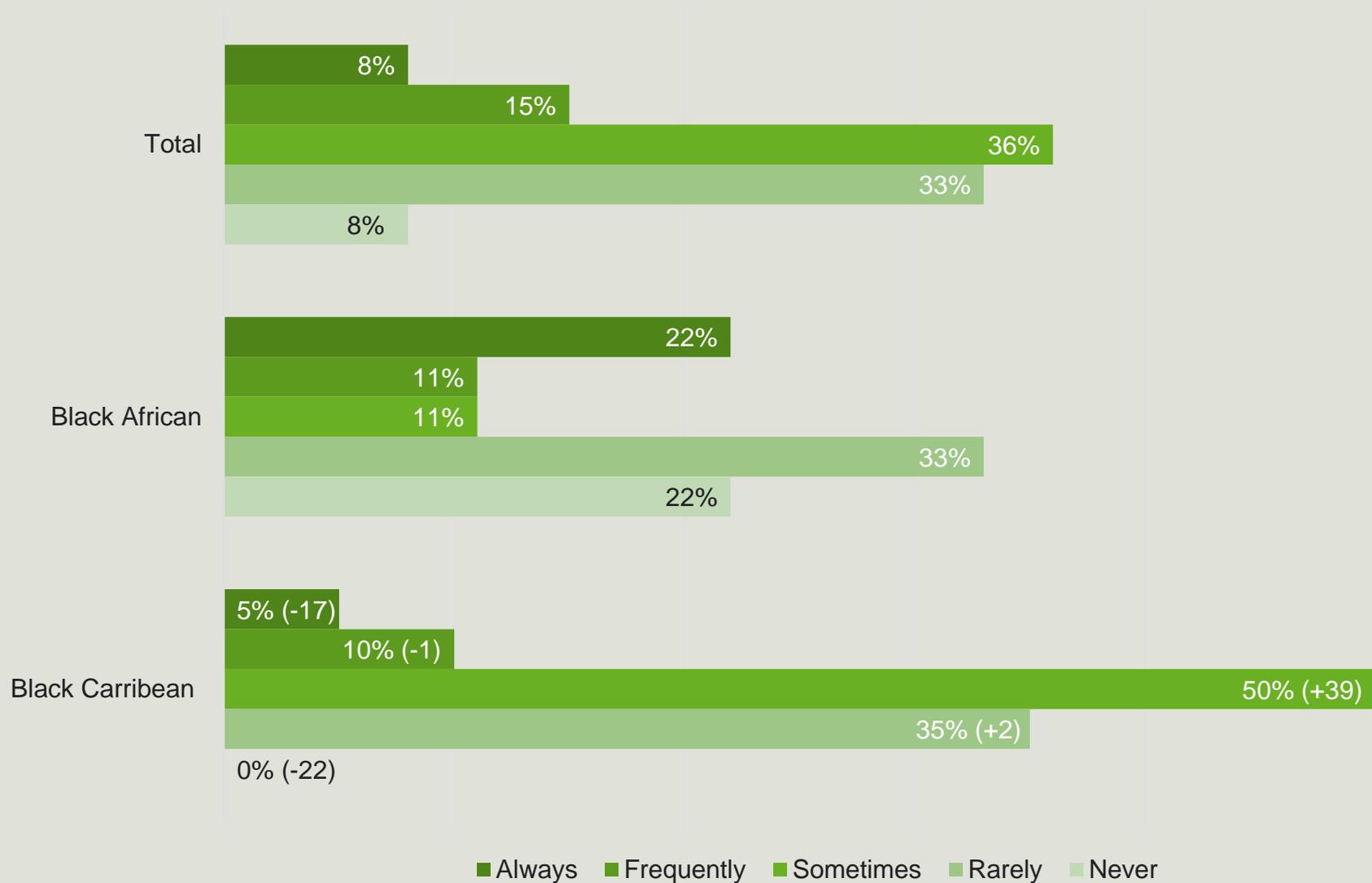- Working together with colleagues

BASE: Teachers, Unweighted total: 40. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

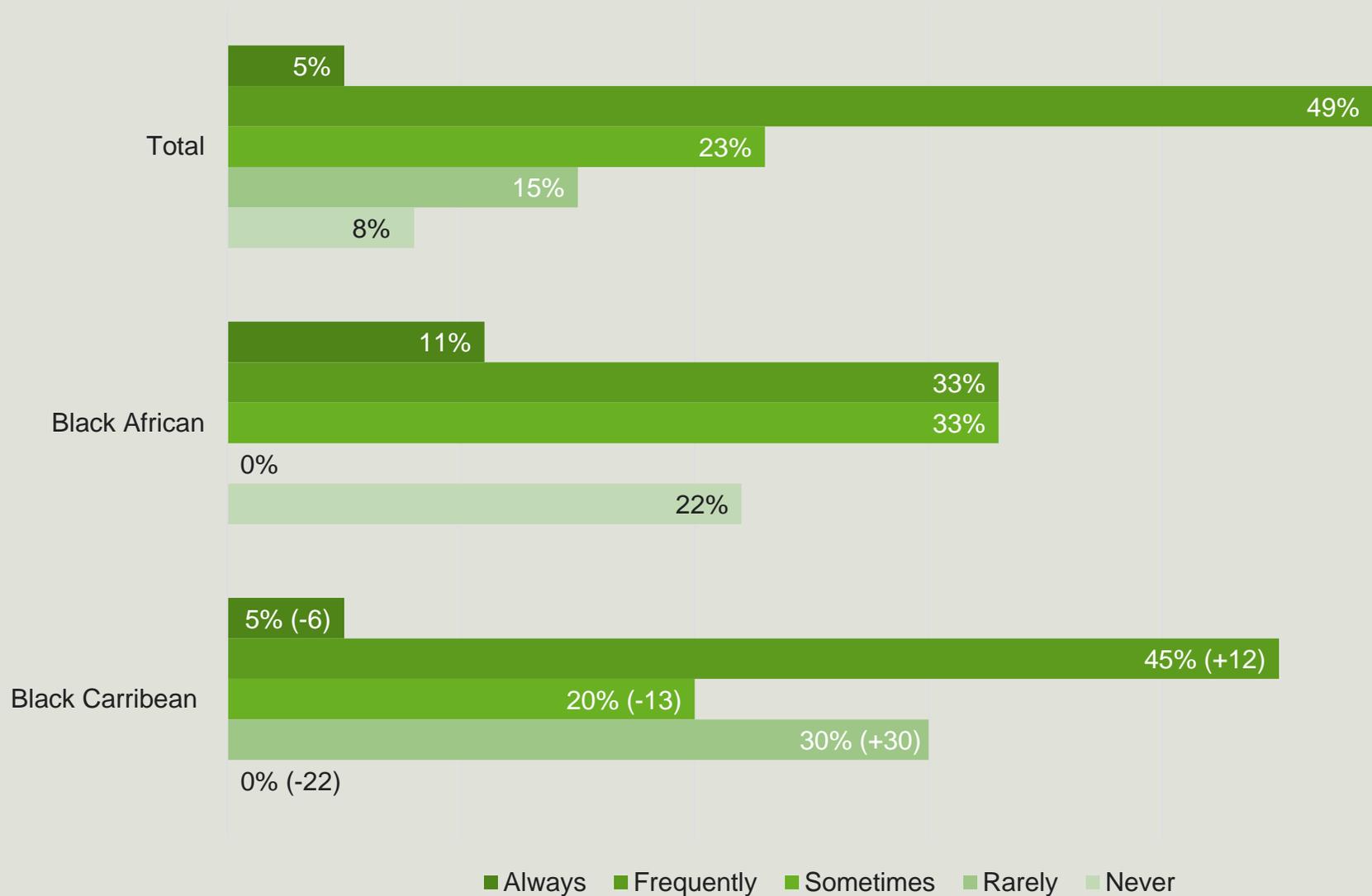# Q50. How often are community efforts effective in combating racism and discrimination in educational settings?

Total
- 0%
- 23%
- 46%
- 23%
- 8%

Black African
- 0%
- 22%
- 33%
- 33%
- 11%

Black Carribean
- 0% (-)
- 25% (+3)
- 55% (+22)
- 20% (-13)
- 0% (-11)

■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q51. How often have you or others in your community been able to exert power against racism in educational settings?

Total
- 8%
- 15%
- 36%
- 33%
- 8%

Black African
- 22%
- 11%
- 11%
- 33%
- 22%

Black Carribean
- 5% (-17)
- 10% (-1)
- 50% (+39)
- 35% (+2)
- 0% (-22)

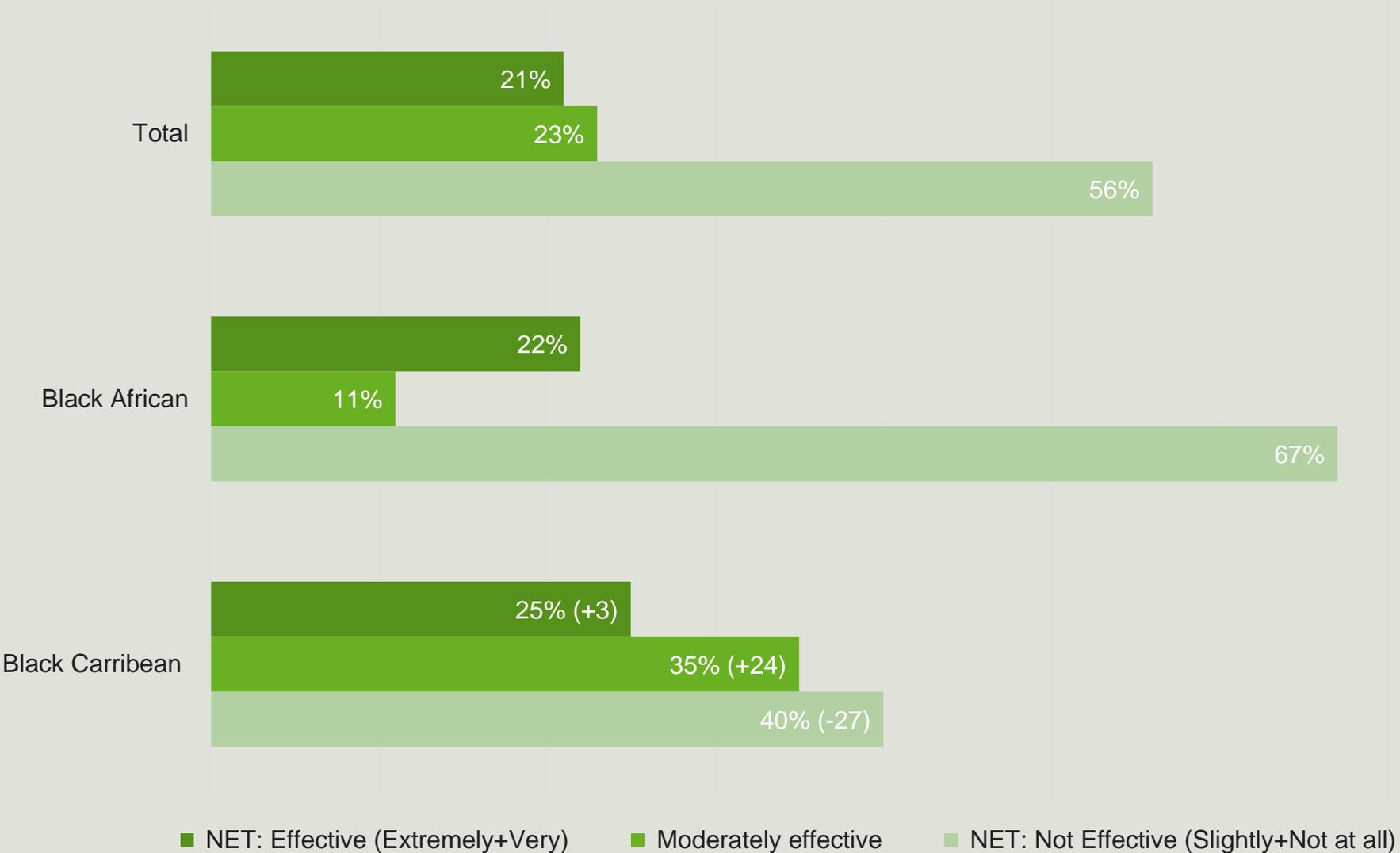■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q52. How often have you or others in your community been unable to exert power against racism in educational settings?

Total
- 5%
- 49%
- 23%
- 15%
- 8%

Black African
- 11%
- 33%
- 33%
- 0%
- 22%

Black Carribean
- 5% (-6)
- 45% (+12)
- 20% (-13)
- 30% (+30)
- 0% (-22)

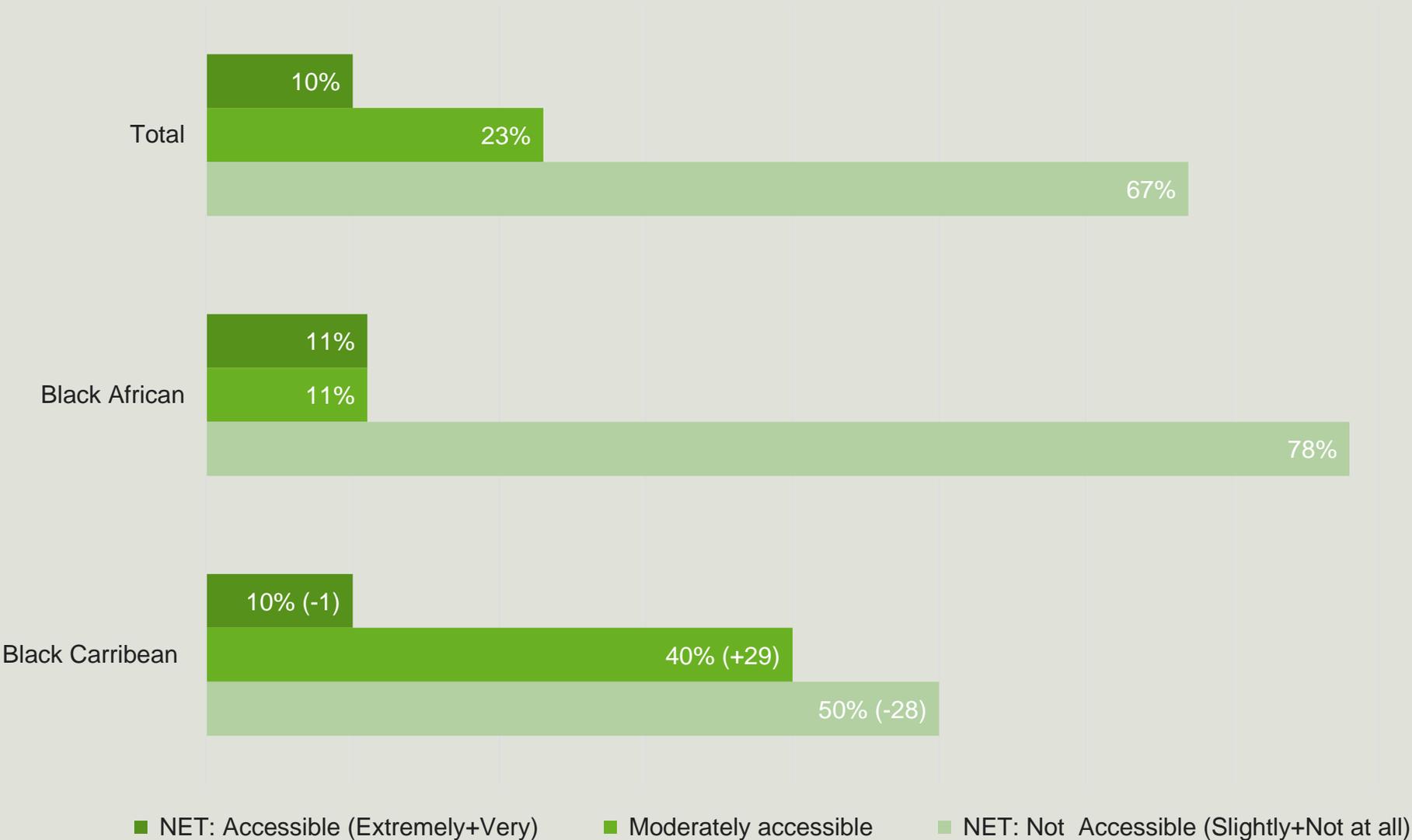■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q53. How effective are the local community resources in improving educational outcomes for Black children?

Total
- 21%
- 23%
- 56%

Black African
- 22%
- 11%
- 67%

Black Carribean
- 25% (+3)
- 35% (+24)
- 40% (-27)

■ NET: Effective (Extremely+Very)   ■ Moderately effective   ■ NET: Not Effective (Slightly+Not at all)

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q54. How accessible are these community resources for supporting Black children's education?

Total
- 10%
- 23%
- 67%

Black African
- 11%
- 11%
- 78%

Black Carribean
- 10% (-1)
- 40% (+29)
- 50% (-28)

■ NET: Accessible (Extremely+Very) ■ Moderately accessible ■ NET: Not Accessible (Slightly+Not at all)
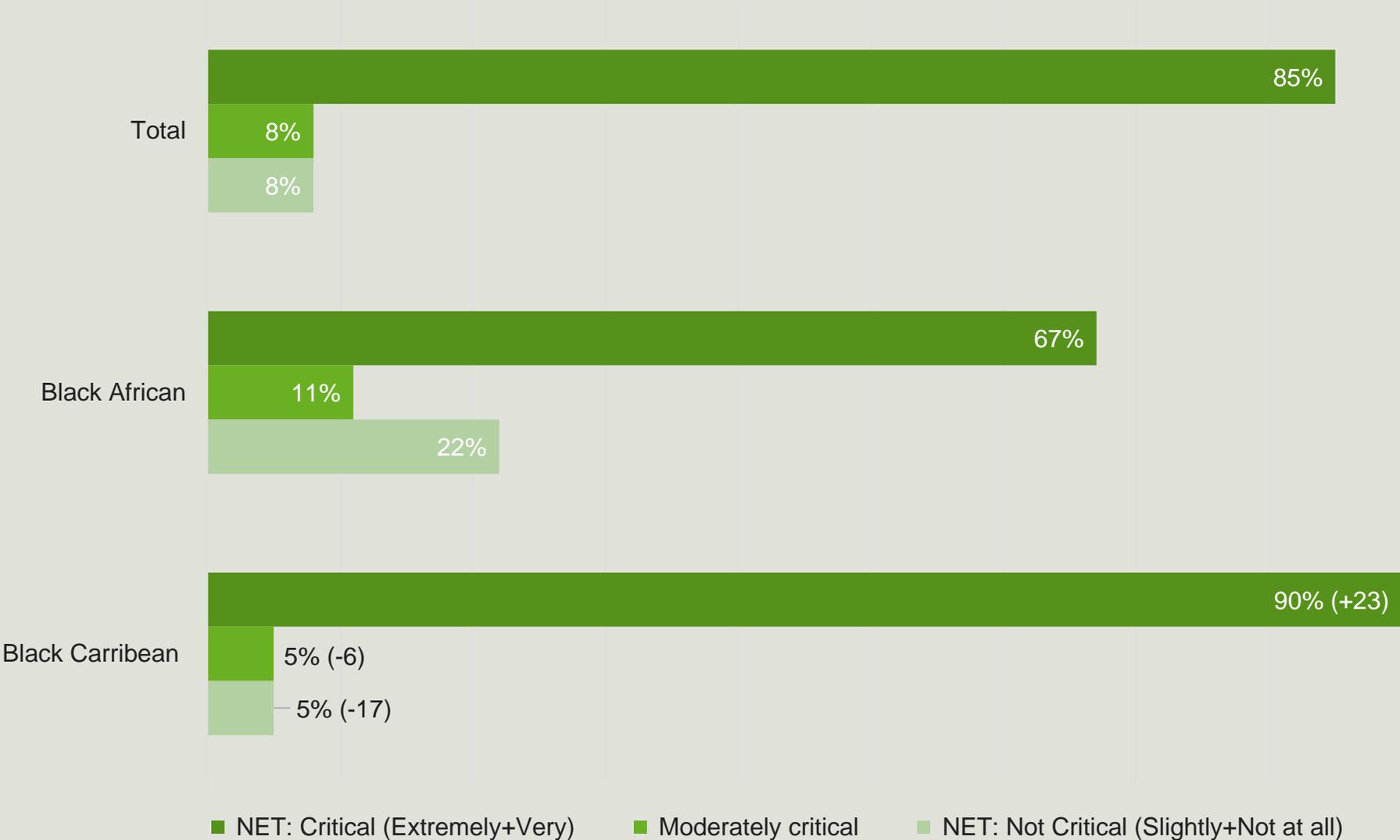
BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.
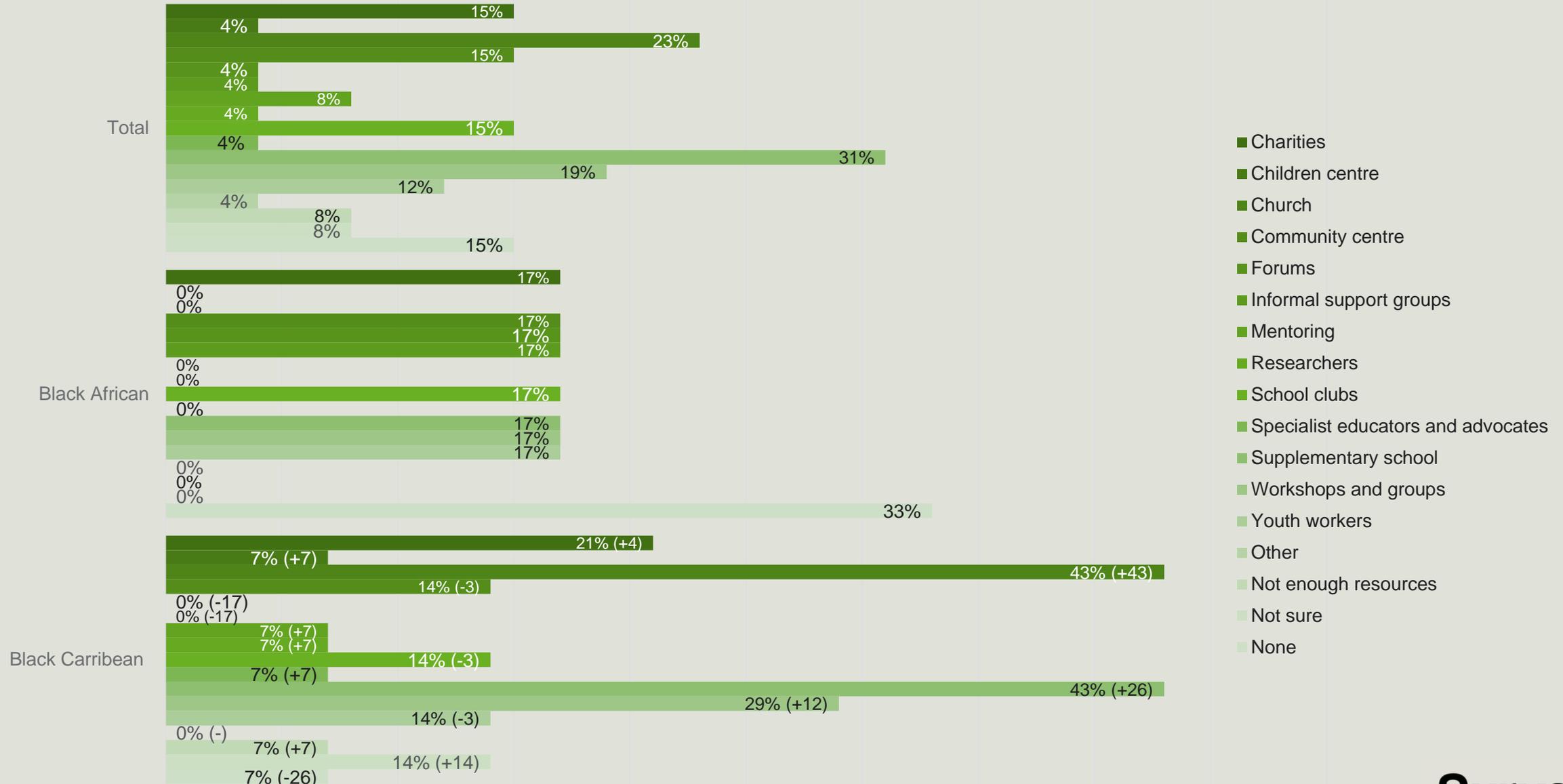
Survation.

Q55. How critical is it to improve the resources available in your community for Black children's education?

Total
- 85%
- 8%
- 8%

Black African
- 67%
- 11%
- 22%

Black Carribean
- 90% (+23)
- 5% (-6)
- 5% (-17)

■ NET: Critical (Extremely+Very)   ■ Moderately critical   ■ NET: Not Critical (Slightly+Not at all)
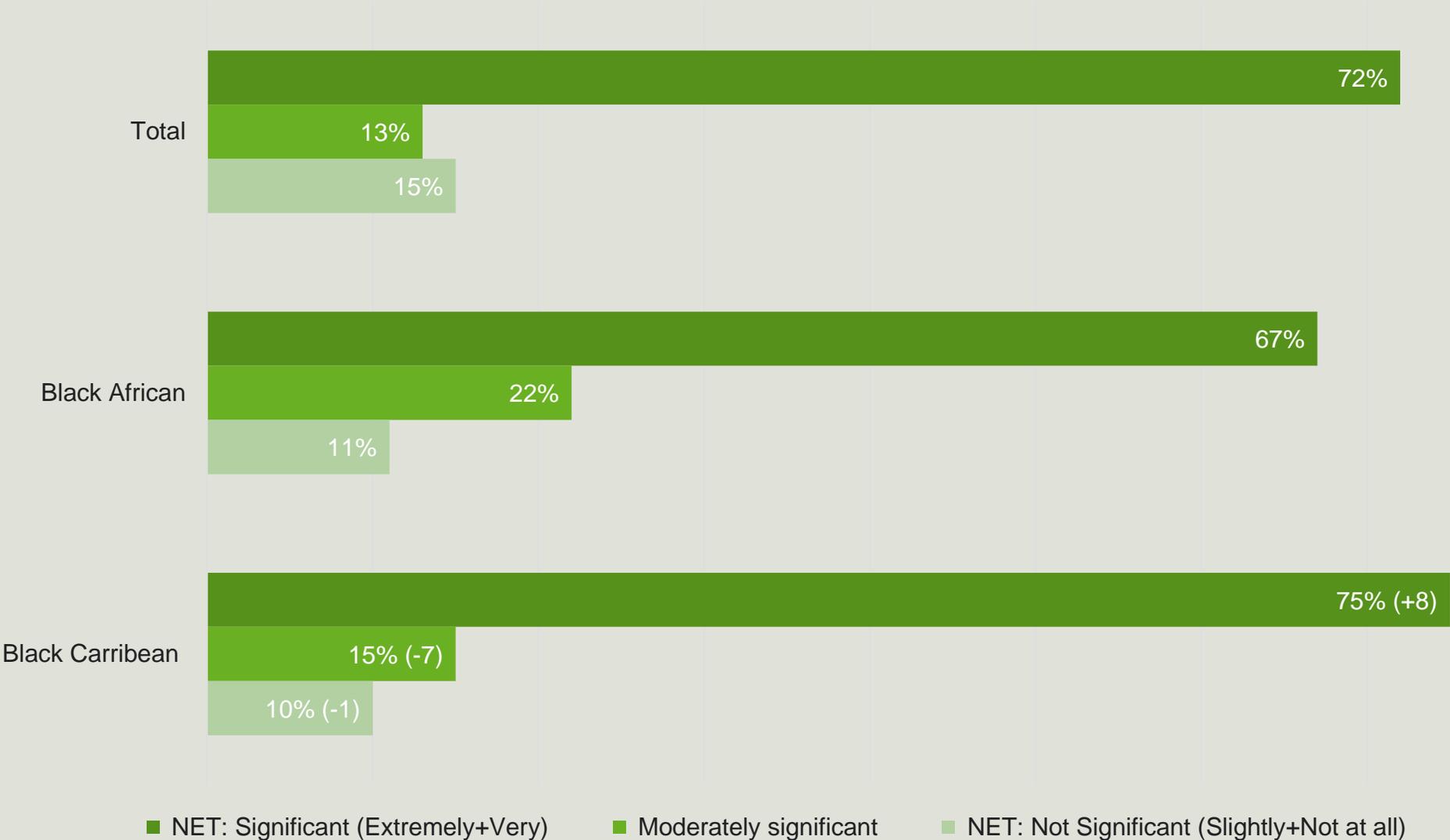
BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q56. What resources are found in your local community? (e.g., youth workers, charities, places of worship, supplementary schools, after school clubs).

Total
- Charities: 15%
- Children centre: 4%
- Church: 23%
- Community centre: 15%
- Forums: 4%
- Informal support groups: 4%
- Mentoring: 8%
- Researchers: 4%
- School clubs: 15%
- Specialist educators and advocates: 4%
- Supplementary school: 31%
- Workshops and groups: 19%
- Youth workers: 12%
- Other: 4%
- Not enough resources: 8%
- Not sure: 8%
- None: 15%

Black African
- Charities: 17%
- Children centre: 0%
- Church: 0%
- Community centre: 17%
- Forums: 17%
- Informal support groups: 17%
- Mentoring: 0%
- Researchers: 0%
- School clubs: 17%
- Specialist educators and advocates: 0%
- Supplementary school: 17%
- Workshops and groups: 17%
- Youth workers: 17%
- Other: 0%
- Not enough resources: 0%
- Not sure: 0%
- None: 33%

Black Carribean
- Charities: 21% (+4)
- Children centre: 7% (+7)
- Church: 43% (+43)
- Community centre: 14% (-3)
- Forums: 0% (-17)
- Informal support groups: 0% (-17)
- Mentoring: 7% (+7)
- Researchers: 7% (+7)
- School clubs: 14% (-3)
- Specialist educators and advocates: 7% (+7)
- Supplementary school: 43% (+26)
- Workshops and groups: 29% (+12)
- Youth workers: 14% (-3)
- Other: 0% (-)
- Not enough resources: 7% (+7)
- Not sure: 14% (+14)
- None: 7% (-26)

Legend: Charities, Children centre, Church, Community centre, Forums, Informal support groups, Mentoring, Researchers, School clubs, Specialist educators and advocates, Supplementary school, Workshops and groups, Youth workers, Other, Not enough resources, Not sure, None
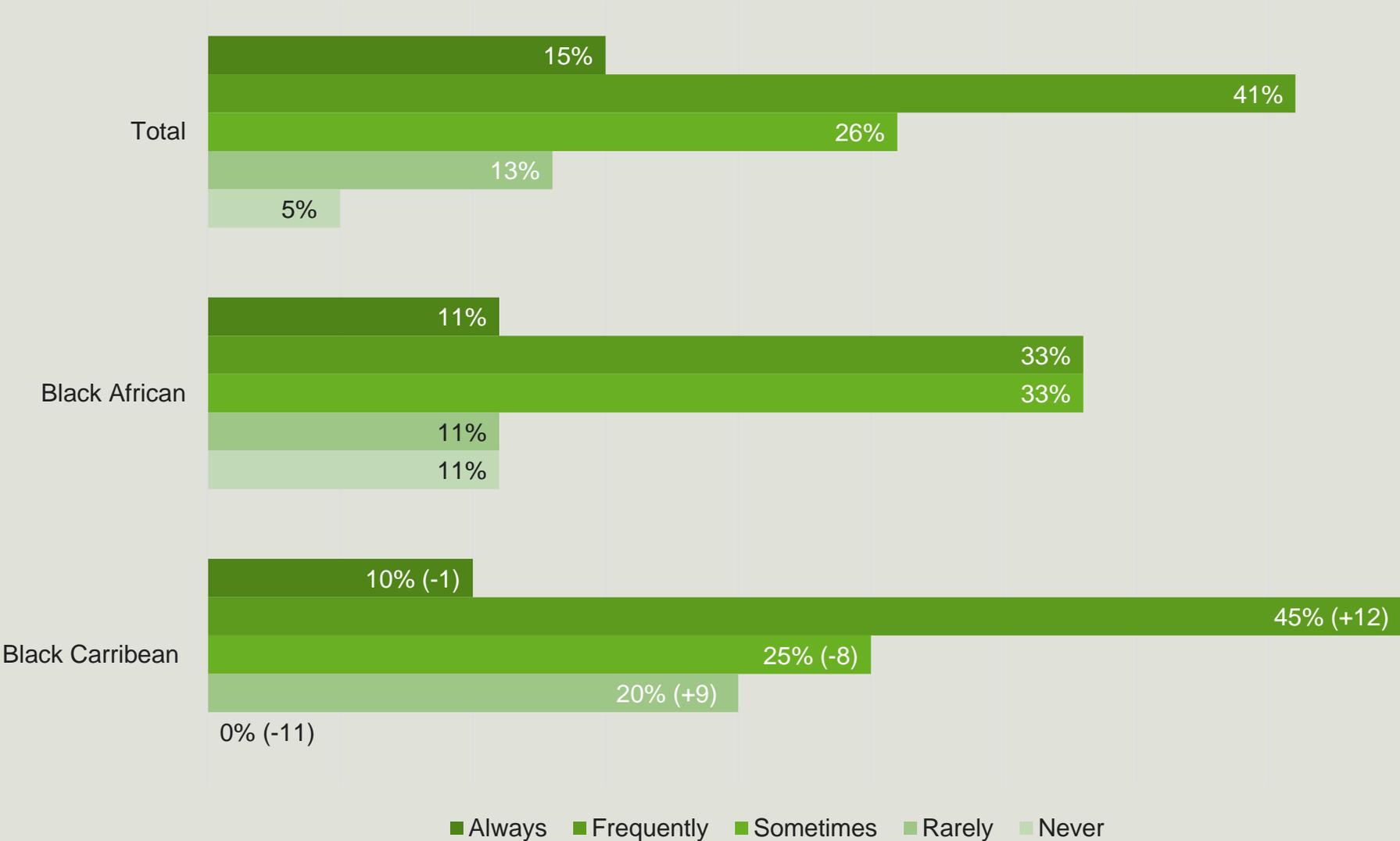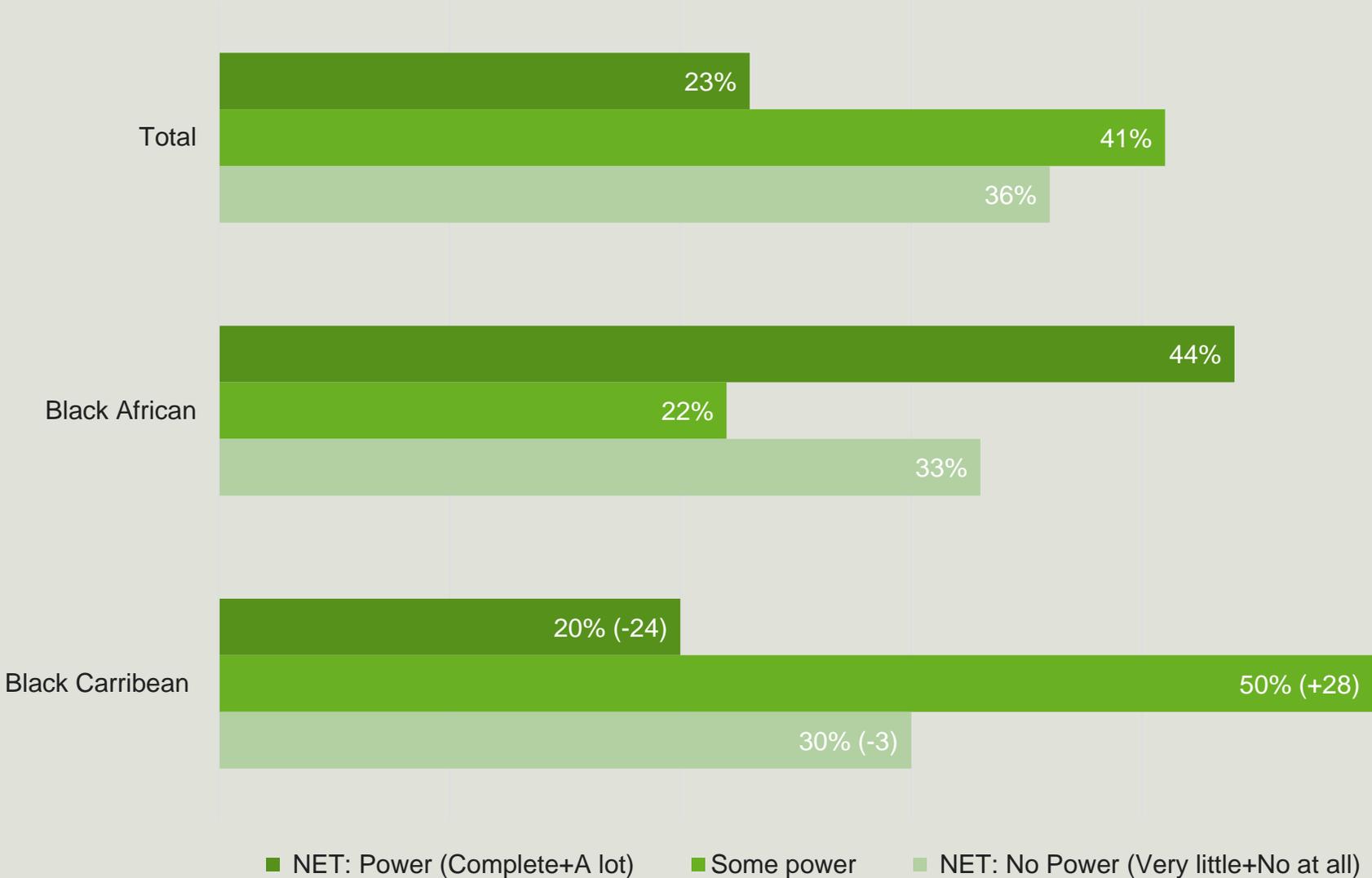
BASE: Community members, Unweighted total: 26. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q57. How significant are the challenges within your community that hinder the educational success of Black children?

Total
- 72%
- 13%
- 15%

Black African
- 67%
- 22%
- 11%

Black Carribean
- 75% (+8)
- 15% (-7)
- 10% (-1)

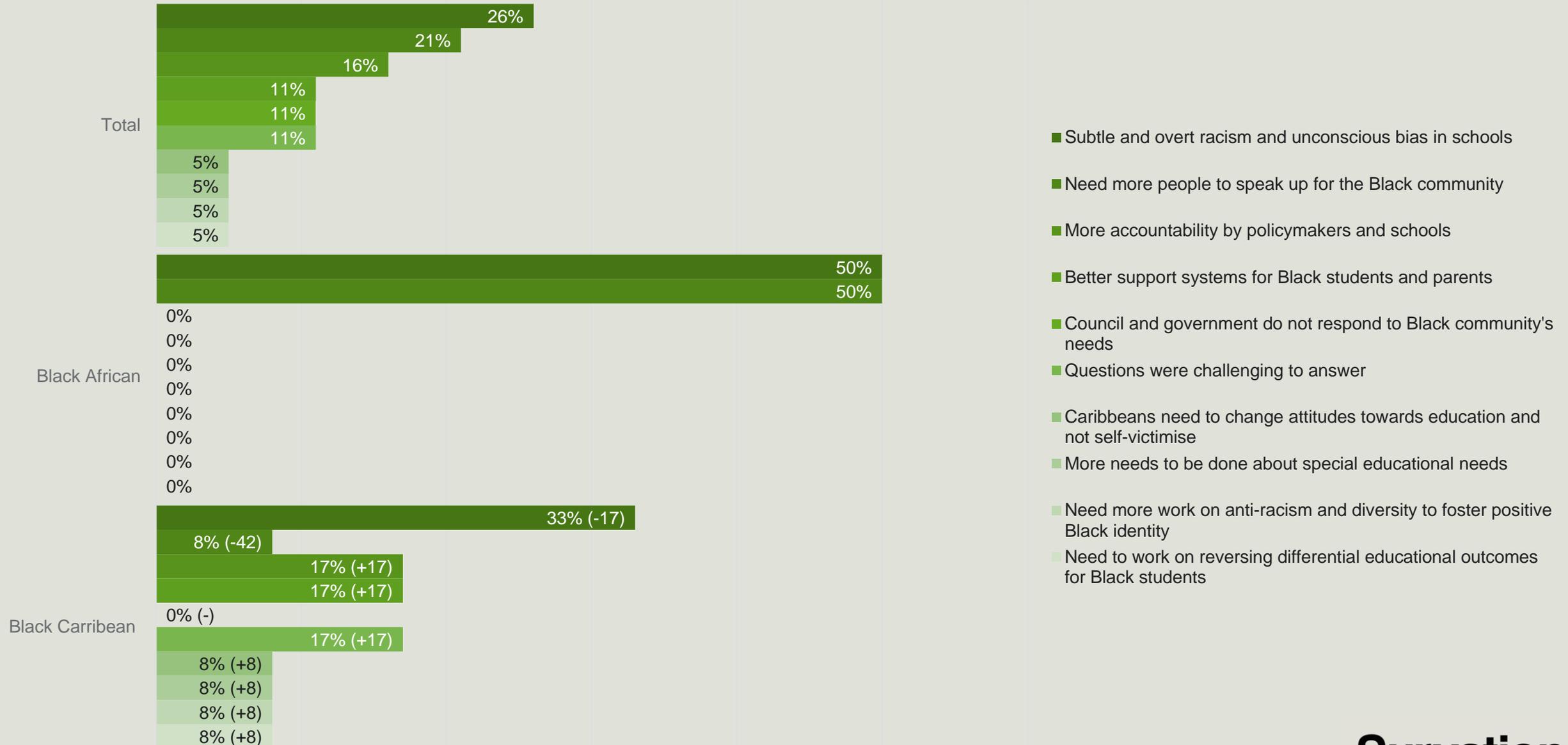■ NET: Significant (Extremely+Very)　■ Moderately significant　■ NET: Not Significant (Slightly+Not at all)

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q58. Have you witnessed or experienced racism in your community's educational settings?

Total
- 15%
- 41%
- 26%
- 13%
- 5%

Black African
- 11%
- 33%
- 33%
- 11%
- 11%

Black Carribean
- 10% (-1)
- 45% (+12)
- 25% (-8)
- 20% (+9)
- 0% (-11)

■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q59. Community Power to Challenge Racism: How much power do you think your community has in challenging racism in educational settings?

Total
- NET: Power (Complete+A lot): 23%
- Some power: 41%
- NET: No Power (Very little+No at all): 36%

Black African
- NET: Power (Complete+A lot): 44%
- Some power: 22%
- NET: No Power (Very little+No at all): 33%

Black Carribean
- NET: Power (Complete+A lot): 20% (-24)
- Some power: 50% (+28)
- NET: No Power (Very little+No at all): 30% (-3)

■ NET: Power (Complete+A lot)   ■ Some power   ■ NET: No Power (Very little+No at all)

BASE: Community members, Unweighted total: 39. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Q60. Please share examples or expand on any of the above questions

Total
- 26%
- 21%
- 16%
- 11%
- 11%
- 11%
- 5%
- 5%
- 5%
- 5%

Black African
- 50%
- 50%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%
- 0%

Black Carribean
- 33% (-17)
- 8% (-42)
- 17% (+17)
- 17% (+17)
- 0% (-)
- 17% (+17)
- 8% (+8)
- 8% (+8)
- 8% (+8)
- 8% (+8)

Legend:
- Subtle and overt racism and unconscious bias in schools
- Need more people to speak up for the Black community
- More accountability by policymakers and schools
- Better support systems for Black students and parents
- Council and government do not respond to Black community's needs
- Questions were challenging to answer
- Caribbeans need to change attitudes towards education and not self-victimise
- More needs to be done about special educational needs
- Need more work on anti-racism and diversity to foster positive Black identity
- Need to work on reversing differential educational outcomes for Black students

57

BASE: Community members, Unweighted total: 19. Comparisons between responses from Black African respondents and Black Caribbean respondents are shown in brackets.

Survation.

Survation. Engaging opinion to inform the future.

Survation provides vital insights for brands and organisations wanting to better understand authentic opinion, adding value and credibility to the research we provide to our clients. We are an innovative and creative market researcher and do not believe any single method can always be the right answer to complex client objectives. We conduct bespoke online and telephone custom research, omnibus surveys, face to face research, and advanced statistical modelling and data analysis.

Survation is an MRS Company Partner. All MRS Company Partners and their employees agree to adhere to the MRS Code of Conduct and MRS Company Partner Quality Commitment whilst undertaking research. As a member of the British Polling Council, Survation has a strong commitment to transparency and the integrity of our work.

The Living Wage

Survation is proud to be a Living Wage Employer. This means that every member of staff in our organisation plus any contract staff are paid the London Living Wage. The Living Wage is an hourly rate set independently and updated annually, based on the cost living in the UK. We believe that every member of staff deserves at least a Living Wage. You can find out more about the Living Wage by visiting www.livingwage.org.uk

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