

Children's Social Care Anti-racist Practice Standards and Action Plan 2024-2029



City of Westminster



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

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Leading in Colour: Creating fairer communities

Our families and our workforce tell us how important it is to be treated fairly, to have their cultures and backgrounds respected and viewed as positive attributes when solving problems. At the core of our work in Children's Services is Systemic practice and the use of Social Graces which allow us to develop an understanding of the historical context of oppression, the power structures that maintain it. They help us to work fairly, respectfully, transparently and to explore the importance of self-reflexivity by adopting an attitude of curiosity.

The 'Leadership in Colour' summit hosted by the City of London and facilitated by the Staff College highlighted the variety of work that has been undertaken across London for Local Authorities to actively take an anti-racist stance. It was pleasing to hear WCC and RBKC Youth Offending Services recognised for our pioneering work in developing a systemic assessment for children within the criminal justice system. Additionally, hearing about Hackney's anti-racist practice standards has led to thinking about how we could develop something similar locally that helps support our ambitions.

To progress this we set up a diverse staff group to oversee the work and embarked on the development of a five-year Bi-Borough Anti-Racist Practice Action Plan co-designed with staff. Our vision is that in delivering the Plan we will make a material difference to the way all children and families experience our services as anti-racist practice is embedded in our daily work.

The principles of equality, diversity and inclusion are synonymous with being a social worker. Some may say they are intrinsic to the social work profession. In Social Care, we champion people's rights and support those who are marginalised. Family Services across Westminster and Kensington and Chelsea are guided by values and principles of anti-discriminatory and anti-

oppressive practice which means we are uniquely placed to lead the way in achieving equality and champion anti-racist practice.

We believe that we have a skilled, confident workforce who understand the importance of race and culture and its impact on the life experiences of families from the global majority, a term now widely referred to in Westminster and children and families from Black, Asian and Multi-Ethnic backgrounds, the preferred language in Kensington and Chelsea.

In Bi-Borough Children's Services, we share an expectation that every member of our service takes responsibility for their own learning and development with respect to anti-racist, anti-oppressive practice. We hold a further expectation that all staff will join us in creating a culture of critically reflective practice.

As leaders, we would like to 'lead in colour' and ensure that our workforce is engaging in and open to uncomfortable conversations about racism, challenge partners on what they are doing and strengthen our response to disproportionality and feel they are supported to do so.

Sarah Newman
Executive Director of
Children's Services

"As a Senior Leadership Team, we are committed to championing Anti-racist Practice, striving to be inclusive, culturally competent leaders in a fairer workplace."

Glen Peache
Director of Family Services
Kensington and Chelsea

Ian Heggs
Director of Education

Nicky Crouch
Director of Family Services and
Registrars, Westminster City
Council

Annabel Saunders
Director of Operations and
Programmes



Bi-Borough Children's Services Anti-Racism Position Statement

"The Royal Borough of Kensington and Chelsea (RBKC) and Westminster City Council (WCC) are committed to eradicating systemic racism, discrimination, injustice, making anti-racism a foundation of our practice. We will be a voice and force for change, for every child and family that we work for and with, to recognise and address the impact of racism on children and families within our practice, to apply our anti-racist principles in all of our interactions

with and decision-making about children and to determinedly and actively, demand the same from our partners. We will be committed to calling out racism, discrimination and microaggressions and will ensure that this is addressed at all levels in the two Councils to ensure that children and their families and the workforce are supported and feel valued."

Our Core Commitments (Westminster Diversity Inclusion and Anti-Racist Group DIARG Charter)

- We will promote an inclusive culture of openness, trust and integrity that supports all staff to have equality of opportunity and to develop and be their very best.
- We will treat everyone with dignity and respect, appreciating everyone's differences and promoting employee wellbeing.
- We will strive to deliver excellent services

and commit to ensuring we operate as an Inclusive, Anti-Racist and Anti-Discriminatory Organisation.

London Local Government Anti-Racism Statement

"RBKC and WCC are committed to achieving racial equality because we recognise that persistent racial inequalities are unacceptable and adversely affect all Londoners. We know that some groups are more likely to face inequality, experience poor outcomes and live in poverty. We also know that this is sometimes used as an excuse not to acknowledge racial inequality. But groups don't happen to be more disadvantaged by chance. Structural

disadvantage is rooted in racism and discrimination that is both historical and current. We do have legislation to protect against overt racism, negative attitudes and treatment, but many of the systems that discriminate do so because of more subtle and covert unchecked "prejudice, assumptions, ignorance, thoughtlessness and racist stereotyping."

Commitment to Action: Purpose of this Plan

Anti-racism is a process of actively identifying and opposing racism. As part of the Bi-Borough arrangement, we have the highest ambitions to deliver excellent services that enable all children to reach their full potential, particularly vulnerable children and those who have been marginalised, excluded, discriminated and treated unfairly.

We are committed as part of the RBKC Council Plan and Fairer Westminster Strategy to create fairer communities and address multi-dimensional consequences of racial prejudice and structural inequalities by starting with the way we practice in Children's Services. The purpose of this Plan is to initiate deep-rooted and sustained change for children and young people and for the communities that we support. We acknowledge that racial bias has always been present in the systems that we work within, however, we need to get better at discussing these matters. We acknowledge that for some this might result in discomfort, and we remind you that growth takes place outside of our comfort zones.

Children's Services does not operate in a vacuum, many of the problems we are seeking to resolve with our families need the support of other departments/agencies and voluntary and community organisations across the borough.

Tackling these issues requires cross-council support, corporate leadership, concerted action and perseverance. This Plan outlines the Children's services approach to tackling inequality, racism, prejudice and unconscious bias when supporting families. Our ambition is to bring partners with us on our journey to becoming an anti-racist organisation and ensure that opportunities to extend this to partners are promoted while understanding their own approaches to tackling disproportionality.

The focus in recent months has been on engaging staff and stakeholders, looking at evidence and data to understand how practice and decision-making result in disproportionate treatment and experience of disadvantaged children and families. This work is concluding with the development of an Action Plan to effect positive change and a set of practice standards to provide the momentum for change.



How it fits together

Staff look to their leaders to lead the charge and champion the change towards fairer workplaces and fairer communities. Equality Diversity, inclusion and Anti-racist practice are a corporate priority both in Westminster and in Kensington and Chelsea.

London Councils Statement on Race Equality

Fairer Westminster

Kensington and Chelsea Council Plan

Race at Work Charter and EDI Strategic Action Plan

Equalities Strategy and Action Plan 2024 (incl. Retention and Recruitment Strategy)

Supervision and Line Management Policy

Anti-Racist Practice Standards and Action Plan

Practice Handbook

Workforce Development Strategy

National and Local Context:

the multi-dimensional consequences of racial prejudice and structural inequalities

Lack of Data and Research into Systemic Racism in British Children's Social Work

The lack of policy research into ethnic inequalities in society is widely recognised and has been noted in many articles and papers. In *Out of Sight, Out of Mind: Ethnic Inequalities in Child Protection and Out-of-Home Care Intervention Rates* (British Journal of Social Work 2017) authors note that “Ethnicity, like deprivation, has a powerful association with a child’s chances of experiencing a state intervention such as being placed on a child protection plan or being looked after away from their parents”. The Centre for Social Justice echo this sentiment in the paper *Facing the Facts: Ethnicity and Disadvantage in Britain*, with a key recommendation being that **“The government should commit to reporting ethnicity data at the ethnic subgroup level – based on the 18 ethnic group classification – in all cases where it is possible to reliably do so.”**



This is a key priority for Bi-Borough Children's services (see priority 6 on page 33).



Educational Outcomes

The Sewell Report remarks that levels of socio-economic disadvantage are higher among some minority groups than the White British ethnic group. In England in 2016, 14 per cent of White British pupils were eligible for FSM. This rose to 19 per cent of Pakistani, 23 per cent of Bangladeshi, and 25 per cent of Black African pupils, and doubled to 29 per cent of Mixed White and Black Caribbean, and 28 per cent of Black Caribbean pupils. **Coming from a struggling, low-income family has an influence on life chances, both directly and indirectly. For example, those in low-income households may face an increased risk of health and developmental problems, limited financial resources in the home, low parental education, reduced ability to help with homework and remote learning, and other stresses such as higher crime rates in more deprived neighbourhoods.**

Facing the Facts: Ethnicity and Disadvantage in Britain finds that Indian, Bangladeshi, and African students, on average, have higher attainment at GCSE level than White British students. Meanwhile, Caribbean and Pakistani students have lower performance than White British students – with Caribbean children seeing particularly low relative performance. However, Indian and White British children have higher average performance at A level than Pakistani, Bangladeshi, Black African, and Black Caribbean students.


Research by UCAS conducted in 2013 and confirmed by the Runnymede Trust’s research in 2015 showed that, even after controlling for predicted A - Level grades, GCSE performance, specific A- Level subjects studied, and specific degree programme applied to, a small but still significant ethnic bias in admissions to Russell Group Universities remained.

Experiences of minority ethnic families accessing Early Help support services

The Early Intervention Foundation's 2022 report Improving the way family support services work for minority ethnic families surveyed 160 young people and parents who accessed Early Help services to understand the priorities and experiences of minority ethnic children and families in relation to family support. The research found that minority ethnic families were proactively seeking help and support, but that they encountered multiple barriers in doing so, including finding appropriate services, issues with service capacity and long waiting lists, and negative experiences of the first point of contact with services. Parents and young people highlighted a particular challenge around a lack of cultural sensitivity and talked about services operating on a **“Eurocentric approach and Western model”**, where services were not representative of the communities they worked with, and this was seen to be a problem. Participants reported interactions with practitioners who lacked cultural sensitivity or an understanding of cultural and religious influences on family dynamics.

Being able to receive support from a professional from a minority ethnic background (or the same ethnic background) seemed particularly important in relation to mental health support, and many parents and young people reported feeling that they had had better experiences when they had a practitioner from a minority ethnic background – that it was only then that they were taken seriously, understood, and given the help they needed.

Parents and young people suggested that discrimination within services could be tackled by acknowledging that discrimination exists and proactively challenging embedded prejudices that facilitate it and more effective education and training of practitioners.

 Proactively challenging prejudice and racism is a practice standard as seen on page 22.

In order to improve experiences of receiving help, parents and young people suggested:

- A focus on recruiting a diverse and representative workforce.
- Enhanced training for practitioners in relation to cultural sensitivity, communication skills (non-judgmental attitude, active listening, validating feelings), and relationship-building skills.
- Empowering families and young people through improved feedback, transparency and involvement in individual service decisions and more participatory planning.
- Services providing tailored, holistic and individualised care to whole families, taking all aspects of their lives into consideration.



Policing and Racism in English Secondary Schools

The presence of police officers in secondary schools can undermine and disrupt the safeguarding ethos. In 2023, the Runnymede Trust published a report, *Over-Policed and Under-Protected* which found that Safer Schools Officers (SSOs) fail to support a safer school environment, particularly for Black and ethnic minority children. Freedom of Information requests made by the Runnymede Trust of 45 police forces show that 979 police officers are operating in UK schools. **This reveals that the full scope of police presence in schools is 43 per cent greater than previous figures have suggested.** The report shows that police officers are more likely to be based in schools in areas with higher numbers of pupils eligible for free school meals, which correlates with higher numbers of Black and ethnic minority students. Half of SSOs, or their police force-based equivalents, are based in London, and there are plans to further increase the number of SSOs by 7 per cent across the UK.

The report warns that by bringing the criminal justice system into schools, the placement of SSOs can facilitate the school-to-prison pipeline for many Black and ethnic minority young people. Given these disproportionalities and the over-policing of Black and ethnic minority children, the report makes a series of recommendations:

- The Government should end the power of the police to strip-search children.
- In any rare instances where the strip search of a child is essential, police forces should enforce their own rules and ensure an appropriate adult is always present.
- The Government should invest greater funding in Local Authorities and schools so that they are able to provide appropriate levels of pastoral, mental health and extended youth service provision to safeguard and support children in schools.



Care-experienced young people at our annual residential week-long trip in Wales.

Racism, Adultification Bias and Safeguarding in the Policing of Children and Young People

Her Majesty's Inspectorate of Probation's Adultification Bias within Child Protection and Safeguarding (2022) report finds that Black children are most likely to experience adultification bias due to race, ethnicity and racism acting as compounding factors that hinder child protection responses and professional curiosity. This group of children are therefore at a heightened risk of their safeguarding needs being unmet. This supports the findings of other research and literature (Davis, 2019; Davis and Marsh, 2020, 2022; Farrer, 2022). In this report, author and researcher Davis concludes that ***“Without challenge and accountability, stereotypes about Black children may deter appropriate safeguarding and professionals may disregard the innate vulnerability of all children. Black boys are increasingly more likely not to be afforded the notion of innocence due to perceptions of being older and therefore more responsible for their actions.”***

The Child Q Local Child Safeguarding Practice Review (2022) found that concerns about potential substance misuse were not met with a child welfare approach by professionals, but instead with a criminal justice response.

The Children's Commissioner's report into Strip-searching of children in England and Wales (March 2023) has found that **Black children are up to six times more likely to be strip-searched when compared to national population figures, while White children were around half as likely to be searched.** Over half of these strip searches happened without an Appropriate Adult confirmed to be present. The disproportionate use of stop and search, which is significantly more likely to be used against Black people, is a particular cause of concern. Only 36 per cent of Black children trust the police, compared to 75 per cent of White children. (Forgotten voices: Policing, stop and search and the perspectives of Black children).³



Racism in the Family Justice System

The impact of ethnicity on Family Justice: a Nuffield Report highlights how ethnic disparities exist across a spectrum, with inequalities experienced in referrals, social care interventions, legal orders, and placement stability. The report found that:

- Children come to the attention of child protection services, and have different experiences, in accordance with their ethnicity.
- Children from Asian and Black ethnic groups enter care more quickly after referral than children who are white, or mixed ethnicity.
- Black children and children from mixed ethnic groups are overrepresented in the group of children who are looked after or on a child in need or child protection plan when compared to the general population.
- Black and Asian children are older on entering care proceedings than white children. Children from some ethnic groups are more likely to be moved further away from home than others.
- Black care leavers are more likely to be in Not in education, employment or training than their peers in other ethnic groups.



Disproportionality for Children in Care

A new report published in September 2023 by children's charity Barnardo's has highlighted the double discrimination faced by many young Black people who have been in residential settings, foster care placements, education, mental health provision and prison. The report highlighted being ignored when reporting racial abuse and care staff involving the police as a tool of discipline in non-criminal matters.

Young Black care-experienced people reported professionals often held low expectations for them and support was often irregular. The young Black people who took part in Barnardo's reach expressed they have discrimination on two fronts because of their cultural heritage and the fact they had been in care. The report recommends changes to better support young people throughout their lives, including the introduction of a Black Foster Care Network, access to timely mental health support and full implementation of the Lammy Review to reduce the over-criminalisation of young people in the care system.

An extensive analysis into Care Experience, Ethnicity and Youth Justice Involvement published in September 2023 found that not only were care-experienced children disproportionately likely to have youth justice involvement compared to those without care experience, but that some groups of ethnic minority care-experienced children had even higher levels of youth justice involvement. A significantly higher proportion of care-experienced children received a custodial sentence compared to non-care-experienced children. Custodial sentences were twice as common among Black and Mixed ethnicity care-experienced children compared to White care-experienced children. Recommendations included:

- Using detailed ethnicity categories for publishing data
- Imposing a statutory duty on local authorities to prevent unnecessary criminalisation of children in care and care leavers.
- Making youth justice agencies more aware of who has been in care to improve support.

Disproportionality in Youth Justice

The Youth Justice Board's annual statistical analysis in 2022 shows that Black children in England and Wales are more likely to be stopped and searched, arrested, held on remand, sentenced to custody and go on to commit another offence within a year. Figures show that Black children account for four per cent of the 10–17-year-old population (Census data, 2011) but make up 18 per cent of stop and searches (where ethnicity was known), 15 per cent of arrests, 12 per cent of children cautioned or sentenced, 34 per cent of children in custody on remand and 29 per cent of the youth custody population (increased from 18 per cent ten years ago). The disparity continues when looking at reoffending rates, which for Black children is 42.4 per cent compared to a rate of 35.3 per cent for White children.

The Youth Justice Board (YJB) commissioned Traverse, an independent research organisation, to conduct research that sought to develop an understanding of the criminogenic factors that may drive ethnic disparities in reoffending rates. The statistical analysis indicates a higher-than-expected re-offending rate for children from a Black or Mixed heritage background compared to white children, even after contextual factors are considered. Data indicates a lower-than-expected reoffending rate for children from an Asian / Chinese background compared to White children. Children from a Black, Asian and Multi-Ethnic background are more likely to receive custodial sentences following reoffending compared to white children, even where there are similar contextual factors.

The research demonstrates four key drivers of ethnic disparity in reoffending rates for children: the marginalisation of individuals and communities, individual, institutional and systemic bias, weakness in prevention and intervention, and negative experiences of the wider youth justice system.

Experiences of Racism within the Social Care Workforce

Social Work England and What Works for Children's Social Care's Anti-Racism Report 2022 ('Anti Racism Report') has highlighted stark statistics about Racism experienced by Black and Global Majority staff in the social care workforce. In their 2022 report of 1,958 social workers in England, **28 per cent of social workers said they had experienced racism from colleagues or managers at least once in the previous year.** Black and Global Majority staff reported these experiences of racism in far greater numbers than their White colleagues or those who indicated their ethnicity as 'Other'. Several social workers reported "*frequent microaggressions*" in the workplace derived from unconscious biases.

In addition, 77 per cent of social workers identifying as Black / Black African / Black Caribbean / Black British and 80 per cent identifying as Asian / Asian British reported incidents of racism from service users and/or families at least once, compared with 54 per cent of social workers who indicated their ethnicity as Other, or 25 per cent of social workers who identified as White.



Impact of Racism within the social care workforce

In the Anti-Racism Report, 19 per cent of respondents said their experience of racism had increased their anxiety, while 13 per cent said their mental health had worsened as a result, five per cent had left their jobs because of their experience of racism, while 10 per cent had considered doing so and 8 per cent had considered leaving the profession altogether. 10 per cent said their career progression had been limited because of racism. While 18 per cent disagreed that their organisation was doing enough to address racism, this rose to 34 per cent among Asian and 39 per cent among black respondents. The Big Listen report found that Black and Global Majority workers expressed feelings of being “forced” to leave their local authority positions due to poor experiences, lack of support and economic necessity.

Higher workloads and greater scrutiny

The Anti-Racism Report found that social workers from ethnic minorities typically experience increased scrutiny and negative assumptions about their skills based on their ethnicity, despite the higher workloads they are assigned. Black and ethnic minority social workers are over-represented in fitness to practise cases in England but face adjudication panels that are disproportionately white compared with the profession. 80 per cent of independent adjudicators sitting on the regulator’s fitness to practice panels are white, with 18 per cent from Black, Asian, mixed-race or other backgrounds. For context, Black staff represent 12 per cent of children’s practitioners and 15 per cent of adult social workers, but just five per cent of panel members.

Lack of career progression

Black, ethnic minority and disabled social workers are facing “disproportionate” problems passing their assessed and supported year in employment (ASYE), according to the British Association for Social Workers (BASW).

In the Anti-Racism Report survey, social workers repeatedly referred to cases where opportunities for career progression were either denied or unavailable to individuals from ethnic minorities. In the Big Listen Report, a higher percentage of Global Major Staff (88 per cent) on average agreed or strongly agreed that career progression was important to them compared to an overall average of 80 per cent, BGM staff also reported feeling the least satisfied with the standard of supervision.

Disproportionality in Westminster and Kensington and Chelsea Children's Services

5.1 What the data tells us

The National Picture

Nationally, there is a consensus that although there has been an increase in the amount of ethnicity data collected in relation to Children's Services, there are still concerns about the precision of a lot of data collection. The Sewell report notes that although the Census has gradually increased its granularity of ethnicity over recent decades, too much data continues to be collected at the broad level of the so-called 'big 5' classifications: White, Black and Asian, Mixed and Other. Whilst a more granular level of detail may not reveal trends at a local level, on a larger scale it is recognised how useful further detail will be in understanding disproportionality.

Our Methodology- Using a Relative Rate Index (RRI)

Disproportionality can often be misrepresented when attempting to compare various groups and levels of need with wider population, as the wider population is often disproportionate to the cohort we work with. We use local datasets in our comparisons so that we can understand disproportionality relative to our local community.

Our local Disproportionality Dashboards apply a Relative Rate Index(RRI) methodology. This methodology is used to compare the rates of

occurrence of change between two different groups, relative to each other. Put simply, this means that we use local ethnicity data as our first group and compare this to the rates of ethnicity in social care, exclusions and youth justice to see how proportionately represented the different groups are compared to their relative proportion size.

If RRI is 1, this is a proportional representation. If RRI is 1.5 or higher, we class this as an overrepresentation and if the number is 0.5 or lower we classify this as under-representation. An RRI of 0 shows that this group is not represented at all.

The following information uses data from September 2023. We update our disproportionality dashboards quarterly.

Scan or click here to access the live dashboards



Please contact the Senior Business Intelligence Manager- Nick Reimink (nicholas.reimink@rbkc.gov.uk) to request access to the Disproportionality Dashboard.

Schools Suspensions in Westminster

Compared to our local school census ethnicity data, **Black children are highly over-represented in-school suspensions**, at a rate of 1.8 for all school suspensions in the last academic year.

Black children are also vastly over-represented in permanent exclusions, at a rate of 4.1.

Early Help in Westminster

In the last 12 months, children accessing Early Help services are broadly proportionate when compared to the local population. Children identified as Asian, Mixed and Other are slightly more represented in Early Help at a rate of 1.1, compared to Black and White Children each at a rate of 0.9.

Westminster Social Care

Referrals

Black children and young people are vastly over-represented in Social Care referrals, at a rate of 2.1 compared to their relative population size. Mixed Ethnicity children and young people are also overrepresented at a rate of 1.7.

Child in Need (CIN)

Compared to referrals data, Black children are over-represented in CIN plans at a rate of 1.7 in the last six months.

Child Protection Plans

Mixed ethnicity children are over-represented in CP Plans, at a rate of 1.5 compared to referrals

Entering Care

Mixed-ethnicity children are over-represented in entries to care, at a rate of 1.7 compared to referrals.

School Suspensions in Kensington and Chelsea

In Kensington and Chelsea schools, there is less obvious ethnic disproportionality across all suspensions.

Black children are slightly over-represented in school suspensions at a rate of 1.3 compared to the school census, followed by Mixed ethnicity children at a rate of 1.2.

Early Help in Kensington and Chelsea

In the last 12 months, there has been little ethnic disproportionality in children accessing Early Help services. Black children are proportionately reflected, and Mixed and Other children are slightly overrepresented at a rate of 1.2. The groups who are underrepresented are White at a rate of 0.9, and Asian at a rate of 0.6.

Kensington and Chelsea Social Care

Referrals

Black children and young people are vastly over-represented in Social Care referrals, at a rate of 2.6 compared to their relative local population size. Mixed-ethnicity children and young people are also over-represented at a rate of 2.1.

Child in Need (CIN)

Ethnic proportions of children starting a CIN plan in the last six months are broadly representative compared to referrals.

Child Protection Plans

Asian and Black children are highly over-represented in CP Plans, each at a rate of 1.8 compared to referrals.

Entering Care

In the past six months, there have been no Asian children entering care, Other groups are broadly proportionately represented in entries to care.

Youth Justice in Westminster

Our Youth Justice Cohort is made up of young people receiving Youth Justice System disposals following an arrest for an offence, commencing bail support or remand programmes during the court process.

Overall, children classified as **'Other ethnicity' are vastly over-represented in the Youth Justice cohort**, at a rate of 2.1, and **Black children are over-represented** at a rate of 2 compared to our local youth population.

Pre-Court

Black children are over-represented at the pre-court stage, at a rate of 2.2, and children classified as **'Other ethnicity' are over-represented** at a rate of 2 compared to our local youth population.

First Tier-discharges, fines & deferred sentences

Children classified as **'Other ethnicity' are over-represented** in this group at a rate of 2.2 compared to the local youth population, **as well as Black children who are over-represented** at a rate of 1.9

Community Youth Justice

Black children are highly overrepresented in Community Youth Justice, at a rate of 2.8 and children classified as **'Other ethnicity' are over-represented** at a rate of 2.1 compared to our local population.

In Custody

Mixed children are highly over-represented in custody at a rate of 2.8, followed by Mixed ethnicity children at 2.6, and children classified as **'Other ethnicity'** at 1.5

Youth Justice in Kensington and Chelsea

Our Youth Justice Cohort is made up of young people receiving Youth Justice System disposals following an arrest for an offence, commencing bail support or remand programmes during the court process.

Overall, **Black children are vastly over-represented in the Youth Justice cohort**, at a rate of 2.6, and Mixed children are over-represented at a rate of 1.6 compared to the Westminster census population age 0-17.

Pre-Court

Black children are over-represented at the pre-court stage, at a rate of 2.3, and children classified as **'Other ethnicity' are over-represented** at a rate of 1.6 compared to our local youth population.

First Tier-discharges, fines & deferred sentences

Black children are vastly over-represented in this group at a rate of 3.2 compared to the local youth population, as well as **Mixed ethnicity children who are over-represented** at a rate of 2.

Community Youth Justice

Black children are highly overrepresented in Community Youth Justice, at a rate of 3.5 and children classified as **'Other ethnicity' are over-represented** at a rate of 1.8 compared to our local population.

In Custody

Black children are highly over-represented in custody at a rate of 4, and children classified as **'Other ethnicity'** are overrepresented at a rate of 2.8 compared to our local youth population

5.2 What children and young people and their parents are saying?

As part of the development of the Children and Young People's Plan, we based our engagement workshops on future scenarios of the two boroughs, through a lens of Activism, and Equity, Diversity, and Inclusion. The recent Youth Review in Kensington and Chelsea and Westminster Foundation Needs Assessment 2023 also heard from young people about their lived experiences. This is some of the feedback that we heard from young people in both Boroughs:

- ***“To value the lives of all its residents equally.”*** Grenfell survey
- ***“No matter where you're from, or your background, youth groups provide a space where your voice can be heard.”*** CYPP 2023-2026 Engagement
- Young people felt that opportunities are no way near equal depending on what school they go to. ***“There is even inequality in access to education – my mum had to ask to borrow money from many family members to afford the school blazer for my state school for me to go there.”*** CYPP 2023-2026 Engagement
- ***“It means respecting people... I, like many others, can't help but believing that this lack of earnestness has to do with the low socio-economic background of the tenants, and the fact that the majority of them are from non-white, non-British ethnic backgrounds.. And perhaps some unconscious bias.”*** Grenfell Survey
- ***“I'm scared by the recent stories about black youths being strip searched and I'm scared that this could happen to me when I am out and about or at school.”*** CYPP 2023-2026 Engagement



5.3 What are our staff saying?

- What does racism mean to you: *“It’s a shadow that is above daily life; It is always having to second guess the underlying tone or meaning of some people. It can be very detrimental to my mental health as you are always second guessing your gut feelings in these situations.”*
- *“I would like to help others by offering training and sharing my personal stories.”*
- *“Anti-racism is about creating safe spaces for difficult conversations. It is about accountability for what you see as well as what you do. It is challenging our own biases and those of the people and agencies around us.”*
- *“This is a reaction to generations of being othered and internalised racism”*
- Black Fathers Unheard
- *“We need to work more closely with voluntary groups and parents who are part of these groups to advise us on how we can work together. We have been doing some interesting work with Midaye.”*
- *“The importance of self-awareness is accepted by all and there is a willingness to sit with discomfort, acknowledge power and authority and be curious about the context of individuals.”*
- In response to what an anti-racist Children’s Services looks like, feels like and behaves like: *“Staff that fully understand privilege, understand the policies and processes that have us talking about why black boys are more likely to be excluded, it has us properly CHALLENGING all establishments that our children and young people attend to actually make a difference for them.”*
- *“Having in place mechanisms and a culture of safety to challenge our own belief systems and practices as individuals and as teams, services and an organization.”*
- *“Use of reflexive spaces to consider Social Graces, biases, power, regular discussions in supervision and actively challenging behaviour or language that is not acceptable”*
- *“Taking a curious stance in considering the family’s Social Graces. Develop a cultural genogram to explore what the family’s heritage means to them and how it influences them rather than making assumptions. It helps to have a diverse staffing group but always be open to challenge and challenging one’s own assumptions. Clinical input, supervision and reflective practice groups can help with this.”*
- In response to what racism means to you *“being able to walk anywhere without feeling judged.”*



Our Strategic Priorities for the next five years

Our collective ambition through this Plan is to:

- 1 Embed our new Anti-racist practice standards across Family services and ensure that all frontline workers pay attention to the social GRRRAACCEEESSS*/intersectionality, disproportionality, culture, faith and family scripts and how national/regional and local discourses on discrimination may be influencing our work. Ensure that this is reflected across all of our service plans and recorded in our supervision notes and personal development plans.
- 2 Create a safe space for sharing and facing up to uncomfortable truths.
- 3 Listen to the voice of children and young people and families and complaints related to racism.
- 4 Foster best practice in equality, diversity and inclusion and actively challenge racism to ensure our processes and the wider system are rooted in fairness, with a focus on recruiting a diverse and representative workforce.
- 5 Review the findings from the Black Fathers Unheard Project led in partnership with the University of Essex and embed the recommendations in our practice with Black fathers/Male carers.
- 6 Improve our recording and reporting capacity of ethnicity data (based on the 18 ethnic group classifications).
- 7 Understand and address the disproportionate overrepresentation of Children and young people from the global majority (WCC)/ Black, Asian and Multi-Ethnic backgrounds (RBKC) in care, the criminal justice system and the pool of those who are suspended and ensure that they have access to targeted support at the earliest opportunity.
- 8 Promote with partner agencies the delivery of anti-racist practice and challenge appropriately, while understanding their own approaches to tackling disproportionality.
- 9 Work with the Independent, Voluntary and Community Organisations and our Partners to provide advocacy for children and young people from the global majority (WCC)/ Black, Asian and Multi-Ethnic backgrounds(RBKC).
- 10 Review demographic data when commissioning services for children, young people and families, to ensure that we identify any disproportionality and develop appropriate action plans.



A comprehensive Action plan (owners, activity, impact) against each one of these priorities can be found on Page 30.

*The term social GRRRAACCEEESSS is an acronym that describes aspects of personal and social identity which afford people different levels of power and privilege: Gender, Geography, Race, Religion, Age, Ability, Appearance, Culture, Class/caste, Education, Employment, Ethnicity, Spirituality, Sexuality, Sexual orientation.

Anti-Racist Practice Standards

Anti-racism is a process of actively identifying and opposing racism.

The goal of anti-racism is to challenge racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions. We understand that racial bias has always been present within our work, however, we need to get better at discussing matters pertaining to it. We acknowledge that for some this might result in discomfort, and we remind ourselves that growth takes place outside of our comfort zones, as we begin to question our own beliefs and assumptions about ethnicities and cultures.

In these standards, and in our practice, in Kensington and Chelsea, we use the term 'Black, Asian and Multi-Ethnic backgrounds'; in Westminster City Council we use the term 'global majority'. A glossary of terms can be found at the end of the document. We also recognise that language is constantly evolving and that there are valuable debates about many of the terms used in these standards. We welcome this, and these debates will continue to inform the review of these standards and the Anti-Racist Practice Action Plan. These standards represent RBKC and WCC's preferred language for now.

We expect all members of staff to:

- Acknowledge and know that we live in a racist society, it is not enough to be non-racist: In our practice, we must demonstrate that we are actively anti-racist.
- Provide a working environment where we can recognise and challenge racism.
- Educate themselves about anti-racist practice via our Anti-Racist Practice community and self-directed learning.
- Participate in opportunities to talk and think together about their own and each other's anti-racist practice.
- Recognise that in creating an anti-racist workplace, we will all experience moments of vulnerability, both for those speaking up about hurt personally experienced or witnessed, and for those needing to hear that, acknowledge it, and repair the harm.

We expect all leaders including all staff to continually demonstrate the following:

- Proactively seek feedback using a variety of approaches that encourage feedback from everyone in their area of responsibility in relation to Anti-Racist Practice.
- Receive criticism or concerns raised as a call to action and respond in a timely and constructive manner as detailed, below.
- Role model these Practice Standards and hold those they manage to account, for whilst supporting those they lead to meet these standards.



What outcomes are we aiming to achieve with these Standards?

- We want our children and families from the global majority (WCC)/ Black, Asian and Multi-ethnic backgrounds (RBKC) to be active participants in all interventions, in a way which ensures they are treated with dignity, respect, fairness and feel valued. We want to build a two-way learning experience which acknowledges the unique struggles that children and families face because of society and/or the system(s) that place them at a disadvantage due to their culture and/or ethnicity.
- We want our families to be willing and able to raise their concerns about racism and discrimination because they can be confident that we are an organisation that takes this issue seriously.
- We want to reduce the disproportionality in our system so that every child has opportunity to achieve his/her potential regardless of race, ethnicity and gender.
- We want our staff to feel confident and competent in challenging racism in all its forms, on behalf of our children and families.

How we work with families

- 1** We understand that racial and cultural stereotypes and prejudices - both conscious and unconscious - underpin structural racism within our society and organisations and we are all susceptible to these. We also recognise the specific impact of racism, in relation to e.g., self-esteem, internalised oppression, inequality/equal opportunities, racial harassment and bullying. In addressing this, we respect that families are the experts in their own lives, and we start from a position of not knowing. When we begin work with a child and family from a background that we are not familiar with, we take time to learn individual family's cultural frames of reference. At the same time, we understand that within each culture there are a myriad of stories and beliefs and that the ways in which each child and family interprets these will be unique.
- 2** We ask children and families whether English is their first language and if not, we always offer to provide an interpreter in a preferred language, and for the family to take the lead in determining the role of the interpreter in their interactions. We understand that there are many reasons families might express that they do not need an interpreter, when in fact they may benefit from one, including that they have sufficient English not to require one; they feel too embarrassed to admit that they need one; they may not want to cause any 'trouble'; or they may be reluctant to 'expose' their personal stories to another person, particularly if their local cultural community is small. We accept that the onus is on us - not them - to ensure that we are communicating in a way that makes sense. This is why we are interested in the details, for example, which dialect a family speaks, or the language or languages they use with friends and loved ones.
- 3** We ask children and families to describe to us - in their own words - how they self-identify their culture and ethnicity.
- 4** We are curious about children's and families' cultural heritage and customs and how this shapes them and the world as they see it.
- 5** We recognise that we will be perceived as representatives of our service and at times, more widely as agents of the system. We understand that families' experiences of racism - both overt and covert - will inform how they respond to us and, therefore, how we must approach our engagement with them. This might include fear of and resistance to our involvement, which can be based on legitimate concerns about disproportionality, histories of state brutality and discrimination, and stories that may have been shared in families and communities about the real risks of state involvement.
- 6** We responsibly initiate and validate conversations with children and families about their experiences of racism, big and small. We ensure that our practice is changed and improved on the basis of what we learn from these conversations and that we advocate for our families where they're experiencing racism in the wider system.
- 7** We use the systemic model of the Social GRRAACCEESSS to examine and reflect upon our own beliefs and biases and to think about what we bring to every interaction we have with children and families.

How we work with families

8

We know that children and families from families from the global majority (WCC)/ Black, Asian and Multi-ethnic backgrounds (RBKC) who experience racism are disproportionately represented in some of our services. We acknowledge the multiplicity of reasons for this, including the additional stress caused by racism and the structural racism that influences referral levels and our own engagement and decision-making.

We commit to working towards reducing this disproportionality by reporting bi-annually the extent of the disproportionality at various points in our system (early help, Section 17, Section 47, children in care, care leavers, youth offending, exclusions and managed moves) and how these changes over time.

We will promote the reduction in this disproportionality by viewing referrals both to our services and for escalation within our service through an anti-racist lens, encouraging a culture of challenge with support from those with leadership responsibilities and by being open to community-based support and solutions.

9

We recognise the inherent power dynamics in the context of our work and that, because of their experiences of inequality, families from the global majority (WCC)/Black, Asian and Multi-ethnic backgrounds (RBKC) may feel less confident to challenge us and other professionals. In this context, we commit to clearly explaining our processes verbally and in writing, including our complaints process.

We ensure that children and families know their rights and support them in accessing advocacy services if they are struggling to make their voices heard.

10

We understand that the use of professional jargon and abbreviations is disempowering for families. We consider this in the context of families who experience racism, who are already disempowered by our society and systems. We are committed to using clear, straightforward language in all our communication with and about children and families. Interpreting services will be offered to all children and families whose English is not their first language.

11

We are clear in our commitment to safeguard all children in RBKC and WCC, in a way that promotes their identities, heritage and freedoms. This means we seek to offer solutions that fit with children's and family's heritage and values and work in ways that support this. It also means that we will not allow neglect or harm to be done to children in the name of religion or culture, and we will promote the safety and well-being of any child referred to us.

12

When working with vulnerable children and young people we are alert to the risk of adultification. This is a term used to describe how preconceptions of children (specifically Black children) may lead to them being treated and perceived as being more adult-like. We understand that if Black children are seen as less vulnerable and more adult-like, services may overlook their needs and disregard their legal rights to be protected, supported and safeguarded.

How we talk about families

- 13** We use the term ‘families from the global majority (WCC)/ Black, Asian and Multi-ethnic backgrounds(RBKC)’.
- 14** We use the language children and families use about themselves when describing identity.
We have conversations with all our children and families that invite them to share specific details about their heritage, culture and values. We recognise that terms like ‘White’, ‘Black’ and ‘Asian’ may have been used to collect data but do not always come from the children and families themselves and are often too generic to be respectful or informative when we assign it to others.
When we’ve had these conversations, in our recording, we do not then generalise. If a child or family shares the specific country or countries from which they or their extended family originates, we record this. Where relevant, we note whether a child is first, second, third or more generations in the UK. If we learn that a child’s paternal and maternal grandparents were born in Jamaica, but migrated to the UK before having children, we say so. If we learn that a child’s mother is from Ghana and his father is from Nigeria and they met and married in South Africa, before moving to London and having children, we say so.
- 15** We understand that families from Black, Asian and Multi-Ethnic backgrounds (RBKC)/ families from the global majority (WCC) are more likely to have had negative and discriminatory or racist assumptions made about them over time. With this in mind, we do not simply recycle information from previous records without giving families the opportunity to comment on, clarify and/or correct the content. Where there is a need to make use of historical documents containing harmful language, we will recognise this and amend/qualify / repair as needed.
- 16** We use the systemic model of the Social GRRAACCEEESSS. This is an idea that practitioners need to be aware of how social contexts impact on clients and themselves, and integrate issues of difference and social context such as gender, culture, race and sexuality. We need to critically examine how our beliefs and biases may influence the way we view children and families and interpret their behaviour, as well as the way they view us and interpret our behaviour.
This includes challenging each other to consider counter-factual scenarios such as ‘If this child were a Nigerian boy rather than a white English girl, how would it change the way we’re talking about them now? Does that reflection help us highlight any assumptions, bias or stereotypes in our thinking and practice that we can now address?’

How we talk about families

17

We are mindful of the power of language to contribute to the construction of damaging narratives about children and families. Wherever possible we avoid the use of behavioural labels that can trigger preconceived ideas related to racism, such as ‘aggressive’, or ‘emotionally unavailable’. Instead, we describe patterns of behaviour and the context in which they occur in detail.

We are aware of dominant, ethnocentric, Western ideas that contribute to a system where ‘different’ behaviour can be labelled as problematic. For example, a young person speaking loudly, showing emotion, or avoiding eye contact may be described as ‘aggressive’ or ‘disrespectful’ in a Western context, but may alternatively be described as being passionate or assertive or lacking confidence. They may also come from a culture where avoiding eye contact with adults is seen as respectful. We are proactive in considering the multiple contexts informing children and families ways of expressing themselves to enable us to take a culturally sensitive position.

18

We recognise that there are cultural differences in raising children and there is not a “one size fits all” blueprint for parenting.

When working with families from Black, Asian and Multi-Ethnic backgrounds (RBKC)/ families from the global majority (WCC), we proactively consider whether our expectations are that they fit in with white-centred experiences and expectations of parenting, or our own personal experiences and expectations of parenting, rather than recognising and respecting differences, and how this may inform our safeguarding decisions both in terms of risk and celebrating strengths.

19

It is important that we understand the importance of religion as a core component of their culture for many of the families we work with. They derive self-esteem and confidence from their religion and their religious beliefs. The rituals and ceremonies of their religion can strengthen the bonds of family and social groups. Organised, established religion can provide crucial support in times of illness, bereavement, tragedy and national calamities. Religion may offer many of its adherents a spiritual meaning and purpose in life. The value base of many individuals may stem directly from their religious faith and upbringing. It is therefore important that we are curious about the faith and religion of the families we are working with regardless of our own faith or lack of it.

How we advocate for families

- 20** We actively embrace our role as powerful advocates in the system for children and families who experience racism and accept a responsibility to support other professionals to challenge their own individual and institutional biases and assumptions.
- 21** When we are told about or observe racism - overt or covert - we will name this as racism and we will support families to access the complaints processes and where necessary escalate concerns to partner agencies to challenge and create change for this family and other families.
- 22** We will log all incidents and observations of racism in the system, in order to continue to support the discussion and development about an anti-racist practice approach across the safeguarding partnership in RBKC and WCC. Each Head of Service has access to this log and staff should share their concerns with their Team/Service Manager and Head of Service to gain advice on addressing the incident, ensure an impactful outcome and to log the concern.
- 23** We recognise that different organisations are at different stages of learning about structural and everyday racism and our conversations should support the learning and embedding of anti-racist practice across the system. We do expect professionals to wish to learn and engage in such discussions in order to create change for our children and families.
- If we meet with a professional or agency who is not willing or able to engage in a discussion about observed racism/ microaggressions following observations of racism in practice, we will use the WCC and RBKC Safeguarding Children Partnership (LSCP) Thresholds of needs and Assessment protocol in order to create change for our children and families.

How we respond to feedback from families

- 24** When a child or family tells us that they feel they have experienced racism and/or discrimination from us their complaint will be acknowledged and investigated promptly in accordance with statutory timescales; the complaint will be investigated impartially and confidentially. This will automatically trigger a review of the incident/event by the relevant manager who will investigate and a staff member from the global majority (WCC)/ Black, Asian and Multi-Ethnic backgrounds (RBKC) will quality assure the complaint supported by our anti-racist practice standards.
- Complaints around racism or discriminatory behaviour are rarely in response to a definable incident but often broader about the child or family members general experience of the service. Our Complaints process will acknowledge this and explore the influence of bias (conscious or unconscious) and structural racism and the impact of this upon the complainant, rather than simply seeking to 'prove' or 'disprove' that racism or discrimination has occurred.
- In parallel with the Complaint investigation, or as a result of the outcome, performance improvement may be triggered where required. Upheld complaints should be addressed within the existing disciplinary procedures.
- 25** When a child or family tells us that they feel they have experienced racism and/or discrimination we acknowledge the importance of ensuring a child or families' experience is validated - of the need to accept their experience and offer to learn from this. We will arrange for a case audit to be undertaken to review further learning. Services are encouraged to explore the learning, including recommendations for training in line with the council's policies.

How do we respond when a child makes a disclosure of racism, including in a meeting context

26

Throughout our work, proactively and regularly engage children in discussions about their experiences including in relation to racism and discrimination and the impact of this upon them. We will clearly acknowledge the reality of children's lived experiences of racism in the context of structural and everyday racism.

27

Social Care Staff, Practitioners in Early Help, Youth workers, independent chairs and/ or Advocacy officers will support children in preparing for meetings with others where they wish to talk about their experiences of racism- and where this is planned, ensure all other professionals are prepared for this discussion with a clear partnership agreement led by the Chair of the meeting acknowledging and accepting children's perspectives and the reality of their experiences of racism.

28

When a child discloses racism during their engagement with our services, we will respond to this as we would do about all other forms of harm in treating this harm as a safeguarding issue. We will take their concerns seriously and prioritise their emotional and psychological safety and well-being whilst enquiries, investigations and action take place.

If a disclosure is made unexpectedly in the context of a meeting we will listen to the child, acknowledge their bravery in being able to speak out and share their views. We will let the child know that their concerns will be taken seriously and investigated, and they will be included and kept informed at all times.

We will inform partner agencies in the meeting that it is important to acknowledge children's lived experiences- encourage partner agencies to share positive messages of support and acknowledgement and be clear that an investigation will take place after the meeting.

29

The lead for the investigation will be a senior member of staff within the organisation about whom the concerns of racism are identified. If the concerns are about more than one agency then senior leads will need to be appointed from each agency to work in partnership to undertake an investigation. We will share our anti-racist practice principles with those agencies and ask that their investigation take a position that is consistent with our principles (acknowledging the reality of racism within our practice and our organisations) rather than defaulting to a defensive response focusing upon the availability of so-called 'evidence'. In line with LADO guidance, any serious allegations of harm should be referred through to the LADO to bring together multi-agency investigations and for oversight of the investigation.

We will meet with the child after the meeting to explore how they feel and options for supporting them in response to the trauma of racism in the short, medium and long term. The lead professional (e.g., Social Worker or Youth worker) may need to access advice and guidance and/ or specialist support to ensure that the support provided to the child is effective in responding to racialised trauma. Advice and guidance may be sought through the Clinical Team to consider what type of support may be most beneficial.

We will ensure that there is an immediate safety plan for the child as required following their disclosure and identify a trusted adult who can support the child to process their experiences, develop and enhance their self-esteem, belonging and sense of identity.

How do we respond when a child makes a disclosure of racism, including in a meeting context

- 30** We will ensure a verbatim statement of the child’s disclosure is recorded in writing ensuring that they are provided with a copy and confirm that what we have recorded from what they have said is accurate.
- 31** We will have an initial conversation with professionals after the meeting about the next steps- are there immediate actions that they need to take? Are there clear learning needs with respect to understanding racism and anti-racism for the professional/ agency that need to promptly be addressed?
- We will also send a formal letter to the partner agency(ies) about whom concerns of racism have been raised and ask them to investigate, ensuring that is undertaken from the position of acknowledging and understanding the child’s lived experiences of structural and everyday racism. We will consider if a referral to LADO or any regulatory body/ professional standards organisations is required.
- 32** We will ensure that the outcome of the investigation is shared sensitively with the child including any non-confidential actions that will be taken to address their concerns.
- 33** We will plan monitoring and review points in respect of the child’s experiences of racism and anti-racist practice by partner agencies following the completion of the investigation
- 34** We will ensure that our commissioning arrangements and partnership agreements including through our Placement Management Unit and contracts through Early Help and Prevention make clear our expectations of acknowledging the reality and impact of structural and everyday racism and our expectations of partner agencies taking forward pro-active anti-racist practice. As the lead agency for child safeguarding and wellbeing, we will maintain accountability for the experiences that children have in the context of agencies that we commission to support them and will also hold commissioned agencies to account to our Anti-racist Practice Standards.

*“Championing the organisations you lead, the partnerships you belong to, the places you support and serve to become and stay inclusive, diverse and fair demands visible leadership, governance, effective accountability and robust assurance arrangements.”
(Leading in Colour- The Urgency of Now)*



Action Plan 2024– 2029:

This action plan is informed by the key headlines from the disproportionality dashboard, our engagement with staff and young people, feedback and steer from the Editorial Board and describes how we will meet our ten strategic objectives.

Equality, Diversity, Inclusion and Anti-racism

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 1:</p> <p>Embed our new Anti-racist practice standards across Family services and ensure that all frontline workers pay attention to the social GRRAAACCEEESSS/ intersectionality, disproportionality, culture, faith and family scripts and how national/regional and local discourses on discrimination may be influencing our work. Ensure that this is reflected across all our service plans and recorded in our supervision notes and personal development plans.</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service, SRQA, the Outstanding Practice Group</p>	<ul style="list-style-type: none"> • We have a rolling quality assurance programme. Question 3 in our audit tool considers the impact of power, authority, culture, religion, family values and the areas in which the practitioner is similar to and different from the family and how this influenced their relationship with the child, family, and wider network. the Safeguarding, Review and Quality Assurance Team will provide regular updates on findings from Question 3 at the Outstanding Practice Group. Service Leads will feed this back to managers and staff. • Continue to equip staff with the cultural competency to ask questions sensitively and work confidently to ask children about their backgrounds. • Ensure that all children who come to the attention of Children’s services are treated fairly and have the same opportunities irrespective of their age, gender, sexuality, ethnicity, faith, or disability. 	<ul style="list-style-type: none"> • Families feel that their culture, race, religion and ethnicity have been respected, understood and acknowledged in our work. This will be measured through our QA processes, existing feedback mechanisms and equality impact assessments. • Families feel that this has been taken seriously and any issues of discrimination are addressed. • Our services are more accessible and responsive to local families. • Staff are participating in this cultural change and adopt/ follow the practice standards in their daily work. • Discussions around Anti-racist Practice are recorded in all case notes, supervision notes, service plans and personal development plans and are reflected in assessments.

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 2:</p> <p>Create a safe space for sharing and facing up to uncomfortable truths.</p> <p>Action Owner and Governance: Senior Leadership Team, Human Resources, Family Services Heads of Service, Outstanding Practice Group</p>	<ul style="list-style-type: none"> • Senior Leaders, Managers and staff to acknowledge discomfort and racial trauma. • Senior Leaders to create opportunities for staff to speak up and ensure that they are closing the feedback loop. • Staff are encouraged to actively engage in staff networks to promote discussion, share experiences and have an open dialogue with key decision-makers. 	<ul style="list-style-type: none"> • Staff are supported and trained to deal with racial trauma. • Senior leaders respond in a timely and meaningful way to complaints. • Social care staff feel supported and valued evidenced by staff surveys and other staff engagement. • ‘Your voice’ survey results and data on the number of complaints that contain or make reference to racism are reviewed regularly and shared back with managers and staff.

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 3:</p> <p>Listen to the voice of children and young people and families and complaints related to racism.</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service; SRQA</p>	<ul style="list-style-type: none"> • Ensure that upcoming engagement and consultation activities include the voices of marginalised communities, that haven’t been reached before. • Empower families and young people through improved feedback, transparency and involvement in individual service decisions and more participatory planning. 	<ul style="list-style-type: none"> • Children and young people and their families feel listened to and understood, their views on our services are reflected in key plans and strategies and reports to council committees. • Increased opportunities for children and families to influence decision-making and evaluate the impact. • Consultations with young people take place and action is taken by lead members, senior managers and staff. Themes emerging from complaints and compliments are discussed at the Outstanding Practice group and other forums and are fed back to staff.

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 4:</p> <p>Foster best practice in equality, diversity and inclusion and actively challenge racism to ensure our processes and the wider system are rooted in fairness, with a focus on recruiting a diverse and representative workforce.</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service, the Outstanding Practice Group</p>	<ul style="list-style-type: none"> • Continue to recruit a diverse and representative workforce. Looking at our own entry programmes such as the social work apprenticeship programme and challenging national programmes such as Step Up and Frontline on the diversity of candidates and those placed in Bi-Borough. • Enhance cultural competency training for practitioners in relation to cultural sensitivity, communication skills (non-judgmental attitude, active listening, validating feelings), and relationship-building skills. • Senior Leaders to encourage staff to share their ethnicity data as part of the rollout of the new HR system in Kensington and Chelsea and other transformation programmes in WCC. • As part of the Recruitment Process, we will ensure that panels are ethnically diverse. 	<ul style="list-style-type: none"> • The diversity of those students and practitioners placed or starting work in the borough should reflect that of the families with which we work. • We have the opportunity, because of a diverse workforce, to better match families and workers to enable the best chance of positive engagement, understanding and change. • ‘Your voice’ data and staff ethnicity data are used to improve staff’s experience. • At a national level, we should actively promote the argument for greater diversity in the ‘fast track’ programmes
<p>Priority 6:</p> <p>Improve our recording and reporting capacity of ethnicity data (based on the 18 ethnic group classifications).</p> <p>Action Owner and Governance: Head of Business Intelligence and Strategy, Family Services Heads of Service.</p>	<ul style="list-style-type: none"> • Improve the recording of ethnicity data in children’s services by revising the options available on Mosaic and introducing ethnic subcategories; based on the Census, reflective of Kensington and Westminster communities. • Run benchmarking research to identify good practice examples from other London Councils that have already improved their ethnicity recording. 	<ul style="list-style-type: none"> • Improved, more sophisticated reporting on over-representation. • Disproportionality data is used to drive changes in service delivery and the systems and processes which underpin it.

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 7:</p> <p>Understand the disproportionate overrepresentation of Children and young people from the global majority (WCC)/ Black, Asian and Multi-Ethnic backgrounds (RBKC) in care, the criminal justice system and the pool of those who are suspended and excluded in schools and ensure that they have access to targeted support at the earliest opportunity.</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service, Assistant Director for Education, the Outstanding Practice Group, Education Partnership Board</p>	<ul style="list-style-type: none"> • Ensure that our workforce are aware of and utilise targeted support at the earliest opportunity to address disproportionality in various settings. • Implement Youth Offending Teams' Disproportionality Action Plans. • Develop anti-racist practice and a sense of belonging in school for children from all backgrounds by working with schools to promote diversity in school life, including ensuring authentic representation through the curriculum, school practice and within senior leadership and governing boards. The education service will lead a programme which will include masterclasses and sharing good practice. • Address the disproportionate rates of suspension of children from deprived areas, including the north Kensington community. RBKC and WCC Early Help will lead on this through our Inclusion Programme. 	<ul style="list-style-type: none"> • Children from Black, Asian and Multi-Ethnic backgrounds (RBKC)/ families from the global majority (WCC) access preventative services such as EH before behaviours escalate. • All staff develop a better understanding of disproportionality data and address when this is linked to bias and prejudice. • Reduction in the number of children and young people from Black, Asian and Multi-Ethnic backgrounds (RBKC)/ global majority (WCC) in the criminal justice system. • Reduction in the number of children and young people from Black, Asian and Multi-Ethnic backgrounds (RBKC)/ families from the global majority (WCC), being removed from mainstream education as a result of their behaviour. • Improve outcomes for children and young people from Black, Asian and Multi-Ethnic backgrounds (RBKC)/ families from the global majority (WCC) who are excluded. • See a change in the disproportionality of interventions (e.g. assessments, Child in need' and Child Protection with 'Child Protection plans, Child Protection, pre-care entry and care)

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 8:</p> <p>Promote with partner agencies the delivery of anti-racist practice and challenge appropriately, while understanding their own approaches to address disproportionality.</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service, the Outstanding Practice Group</p>	<ul style="list-style-type: none"> • Representatives from the Outstanding Practice Group will attend the Local Children Safeguarding Partnership to promote with Partner agencies our anti-racist practice standards. • Members of the Outstanding Practice Group will promote the standards with other boards including the Youth Crime Partnership, Corporate Parenting, Health and Wellbeing Board and Education Partnership Board. • The SRQA service will run a series of multi-agency deep dives and practice audits to ensure all partners (including the council) are kept accountable for achieving the best outcomes for our children and young people. • Work with partners in the Police to review local stop and search activity involving children and young people to ensure that this is being done safely and above all with the welfare of children and young people in mind. • Empower Practitioners to challenge embedded prejudices in their work with other agencies. • Organise an annual partnership event to share and celebrate our achievements and progress against the priorities in this Plan, as well as lessons learnt and any challenges. 	<ul style="list-style-type: none"> • Better understanding of other agencies' approaches to address disproportionality. • Evidence of good internal communication between agencies. • Regular monitoring and multi-agency audit learning are captured in the Quarterly Quality Assurance reports. • Findings from multi-agency audit feedback are shared with partner agencies • Referrals from Health, Police and Education • Staff feeling equipped to raise embedded prejudices with their counterparts • Disproportionality data and information are shared back with referrers to foster conversations within trusted relationships; (e.g. Early Help link workers with schools)

We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 9:</p> <p>Work with the Independent, Voluntary and Community Organisations and our Partners to provide advocacy for children and young people from the global majority (WCC)/ Black, Asian and Multi-Ethnic backgrounds (RBKC).</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service, Commissioning Services</p>	<ul style="list-style-type: none"> • Through commissioning and partnership arrangements understand better the disproportionalities and disparities within the local community that the Voluntary and community sector serve. • Influence VCS providers and partners to report on their approaches to promoting diversity and tackling disproportionality to see what we can learn from their practice and experience. • Understand better how young people from the global majority (WCC)/Black, Asian and Multi-Ethnic backgrounds advocate for themselves before and during their engagement with the services we provide 	<ul style="list-style-type: none"> • Evidence of good internal communication between the different parts of the council involved in direct engagement with communities and in particular capacity building. • Improve our knowledge of VCS sector evidence and disproportionality data • Evidence in the council of greater understanding of the strengths of local organisations in advocating for young people.



We will (Our Priority)	Activity that will take place	How we will measure our success/impact
<p>Priority 10:</p> <p>When commissioning services for children, young people and families, to ensure that we identify any disproportionality and develop appropriate action plans.</p> <p>Action Owner and Governance: Senior Leadership Team, Family Services Heads of Service, Commissioning Services</p>	<ul style="list-style-type: none"> • Board in Operations and Programmes to review commissioned services. This will initially focus on Kooth, Mental Health and Wellbeing, the Holiday Activity and Food Programme and Youth Services. • Review monitoring forms to ensure that contract managers are collecting data on ethnicity, gender and age as a minimum for all contractual and grant arrangements. • Introduce a new section called 'Disproportionality Implications' in Executive Decision Report and Key Decisions that require commissioners to provide an analysis of demographic data and corresponding actions where concerning trends are identified. • Continue to influence Health providers and partners to report on disproportionality across the Health landscape. 	<ul style="list-style-type: none"> • Children and young people and their families feel listened to and their views on our services are reflected in key plans and strategies and in reports to council committees. • Increased opportunities for children and families to influence decision-making and evaluate the impact. • Consultations with young people take place and action is taken by lead members, senior managers, and staff. • Commissioned providers provide data on any disproportionality within their service through the contracts management process. • all services commissioned Ay Children's Services are culturally competent and Black, Asian and Multi-Ethnic backgrounds (RBKC)/ families from the global majority (WCC) can meet the needs of young people



Next steps and Governance: How are we going to keep ourselves accountable that these practice standards are being adhered to

As part of the development of the new Anti-racist practice standards and Action Plan, staff told us that they would like to see a governance mechanism for implementation and embedding the new anti-racist practice standards and keeping senior leaders and staff accountable in the delivery of the action plan.

The 'Outstanding Practice Group' is a forum chaired by the Executive Director (DCS) where leaders and practitioners discuss practice improvement and share findings from quality assurance activities across Bi-Borough and nationally. The group will serve as a governance mechanism to oversee the delivery of the Action Plan and manage relationships with existing groups and boards; as well as monitor how well we are embedding the new practice standards. The Outstanding Practice Group will:

- Create a capability to influence our partners such as the Police, schools and Health with Senior Leaders acting as champions promoting the approach with partners' key decision makers and at partnership fora such as the Local Safeguarding Children's Partnership (LSCP).
- Identify and share good practice initiatives from other Local Authorities and elsewhere.
- Monitor and challenge actions being taken to see if there is a reduction in disproportionality and improved life chances for young people.
- Seek to ensure that services follow anti-racist practice standards.
- Review evidence that tells us if our services are more accessible and responsive to local families.

- Identify blocks and enablers to tackling disproportionality and make recommendations to the Senior Leadership Team to address or promote these further.
- Check in with staff to understand whether they believe in and see the changes we are seeking to make



Appendices:

Glossary of Terms and Definitions from the Human Rights Framework

Ally – A member of a dominant group who works to dismantle oppression from which s/he benefits.

Anti-racism – The act of interrupting racism.

Anti-Semitism – A belief that Jewish people are an inferior race.

Ascription – Birth defines place in society.

Assimilation – Adopting the characteristics and values of the dominant group.

Border Crossing – Supports the unentitled rights of a person from outside a cultural community to act as a voice for that community and to appropriate knowledge without actual understanding of historical, political and ideological struggle. (Antonia Darder)

Capitalism – An economic system based on private ownership and control. Produces profits for individual rather than collective needs.

Colonisation – The violent taking of land, wealth, labour of indigenous peoples through domination and conquest leading to their extermination & the Transatlantic slave trade which created a permanent underclass based on race and gender.

Colourism – Favouritism toward light-skinned people of colour.

Cultural Appropriation – The taking of another group's cultural knowledge, traditions or practices to use for self-benefit. Objectifies and commodifies while ignoring the group's political struggles.

Cultural Racism – Cultural images and messages that affirm the assumed racial superiority of one group and the assumed racial inferiority of another group.

Difference – A spectrum of experience or characteristics that can be complimentary or conflicting. Often involves inequality of status and power.

Discrimination – Denial of opportunities. Different treatment. Granting advantages to one group while denying opportunities to another.

Individual Discrimination – perpetuated by an individual.

Structural Discrimination – perpetuated by an institution through tradition or custom.

Organisational Discrimination – perpetuated by individuals but reinforced by established rules, policies and practices.

Eurocentric – A perspective centered on a Western worldview that has become intrinsic to the American cultural identity.

Genocide – Any policy of extermination of a people through institutional acts of killing culture, identity, and the people themselves.

Direct genocide – physical killing or slow death measures.

Cultural genocide – destroys the institutions and identities of the group.

Heterosexism – A system of advantage based on sexual orientation.

Homophobia – Fear based on heterosexual values.

Honour Systems – Rank certain qualities above others. Benefits are conferred, not earned.

Hypo descent a.k.a. “one-drop rule” – Any racial mixture constitutes racial impurity. Categorized as a non-white person and relegated to a subordinate group.

Inequality – Unequal power relationship.

Temporary Inequality – Temporary power-over relationship. Socially defined superior and inferior groups. The superior group has a responsibility to “raise up” inferior group and to eventually end the relationship of inequity.

Permanent Inequality – Permanent power-over relationship. Superiors enforce inequity and do not help inferiors. No goal to end inequality.

Institutional Racism – A system of advantage based on race rooted in and reinforced by cultural, political, economic and educational foundations. Never accidental.

Internalised Oppression – Internalised belief of racial inferiority about own racial group.

Internalised Sexism – Internalised belief of gender inferiority based on gender.

Intersectionality – The intersection where multiple forms of oppression come together.

Intra-racism–Internalised racism played out among different racial communities of colour.

Legal Fiction – The act of inventing made-up law by policy-makers to achieve a political purpose. The political invention is given real legal meaning and enforcement through the passage of it into law.

Misogyny – A hatred of women.

Nativism– a policy of favouring native inhabitants over immigrants.

Oppression – A relationship that exists between groups where dominators benefit at the expense of subordinates reinforced by a system of social inequity.

Patriarchy – A belief that men are superior to women. Culture is male-dominated, centred, and identified.

Passing – An attempt by non-whites with light-skinned privilege to skirt the discrimination barriers imposed by law and custom by attempting to “pass” for white.

Prejudice – A preconceived belief usually based on limited information.

Race – An ever-evolving social, legal and political construct that has no basis in biological fact.

Racial Stereotypes – Preconceived notions based on assumptions of racial superiority and inferiority.

Racial Trauma– Racial trauma, or race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes.

Racialisation – The extension of racial meaning to a previously racially unclassified concept, group or practice.

Racialised Privilege – The granting of privileges based on preferred racial identity.

Racism – A system of advantage based on race.

Reverse Racism – A disputed concept. Discrimination (a denial of opportunity) by subordinates against dominants.

Sexism – A system of advantage based on gender.

Social Power – Access to social, cultural, and economic resources and decision-making.

System – Combines social power, institutional power (policies and practices), cultural messages, and individual actions.

White Privilege – An unacknowledged system of favouritism and advantage granted to white people as the beneficiaries of historical conquest. Benefits include preferential treatment, exemption from group oppression and immunity from perpetuating social inequity.

White Supremacy – A system of exploitation to maintain wealth, power and white privilege.

Whiteness – A racial identity created by upper-class colonialists to distinguish themselves from indentured servants and slaves. A guarantee against being enslaved.

Terminology and acronyms typically used in Racial Justice work

Black – The National Union of Students' Black Students' Campaign uses the term 'Black' to denote those of African, Arab, Asian and Caribbean heritage. This is often known as 'politically Black.' However, in the context of Justice work, the term Black is used to denote people of African and/or Caribbean heritage.

Black and multi-ethnic – This is a term typically used throughout the Local Government sector to describe Black and Brown people however this term has many limitations, including, but not limited to its incorrect amalgamation of a vastly diverse range of people. It also implies racial homogeneity of all racially multi-ethnic people, which can be very misleading as there are many cultural, ethnic and experiential differences among the black and multi-ethnic category.

Code-Switching (Based on Merriam-Webster Definition) – The switching from the linguistic system of one language or dialect to that of another. For example, in the context of race, this could be emulating received pronunciation in order to combat stereotypes regarding racialised perceptions of intelligence. In practice, this could be matching the linguistic system of the person with whom you are conversing with as to not stand out.

Islamophobia – (All-Party Parliamentary Group on British Muslims) Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.

Racial Microaggressions – (Sue et al. definition 2007) Racial microaggressions are brief and commonplace daily verbal, behavioural, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of colour. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities.

Othering – To alienate, separate oneself from, or to exclude a person or group of people based on perceived or highlighted differences.

Racial Battle Fatigue (Allen and Danley 2007) – The result of constant physiological, psychological, cultural and emotional coping with racial microaggressions in racially hostile and unsupportive environments.

White-Gaze – The lens through which white people may perceive the world around them, as shaped by their white privilege and experiences.

White Privilege – Refers to the systemic privileges that are exclusively afforded to white people as a result of their skin colour, rooted in colonialism, racial-power dynamics and inequality

White Saviourism – This refers to white people who feel compelled to help Black and ethnic minority people, but within a context that can be perceived as self-serving. This is rooted in racial superiority, where white people, whether explicitly or implicitly, believe that they possess the skills to 'save' Black and minority ethnic people as they cannot do it themselves.



The Equality Framework for Local Government

Introduction

The Equality Framework has been updated to reflect the latest legislation affecting equality such as Gender Pay Gap reporting, GDPR, the changing context of the local government sector and equality in Britain and in response to other significant issues that might affect equality including the UK's decision to leave the European Union.

The equality framework is intended to help Councils:

- Deliver accessible and responsive services to customers and residents in their communities including those from protected characteristics
- Employ a workforce that reflects the diversity of the area they are serving
- Provide equality of opportunity for all staff
- Meet the requirements of the Public Sector Equality Duty

It seeks to do this by:

- Identifying the areas of activity that Councils need to address to deliver good equality outcomes
- Helping Councils to understand how they can build equality into processes and practices
- supporting organisations to become inclusive employers
- Enabling Councils to informally self-assess their progress on the equality improvement journey and determine where/ how they need to improve.
- Providing the framework for an LGA Equality peer challenge

Underlying Principles

The EFLG is part of the LGA's sector led improvement offer to the local government sector and as such engagement with the Framework is voluntary.

- The Framework can help with compliance with the Public Sector Equality Duty which is a legal obligation of the Equality Act 2010.
- The Framework references the nine legally protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. It also encourages Councils to consider other issues that might be affecting their staff such as caring responsibilities and issues affecting communities such as socio-economic inequality and isolation including rural isolation
- The EFLG is supportive of the EHRC's six selected domains of equality measurement which it has identified as the areas of life that are important to people and that enable them to flourish. They are: Education, Work, Living standards, Health, Justice and personal security, and Participation
- The modular design of the Framework reflects the fact that Councils come in all shapes and sizes with different resources, communities and priorities. It recognises that action on all equality issues at once is not always possible.
- The Framework supports the LGA's Equality Peer Challenge

The Framework sets out four modules for improvement underpinned by a range of criteria and practical guidance that can help a Council plan, implement and deliver real equality outcomes for employees and the community.

The four modules are:

- Understanding and working with your communities
- Leadership and Organisational Commitment
- Responsive Services and Customer Care
- **Diverse and Engaged Workforce**

For each module there are three Levels.

Developing; Achieving and Excellent. The levels are progressive and cumulative so an organisation can plan and chart its progression against different priorities. Councils can be at different levels of the framework for different modules.

Developing: The developing level criteria contain the basic building blocks for each priority. An organisation at the Developing level has made an organisational commitment to improving equality. It is putting in place processes to deliver on equality issues and is working towards meeting and exceeding the statutory requirements.

Achieving: An organisation at the Achieving level has policies, processes and procedures in place and is delivering some good equality outcomes. It is not only meeting but can demonstrate exceeding statutory requirements.

Excellent: An organisation at the Excellent level has mainstreamed equality throughout the organisation and can demonstrate that it is delivering significant outcomes across its services that are making a difference in its communities. The organisation not only exceeds statutory requirements and it is an exemplar council for equality and diversity in the local government and wider public sector.

The **four modules** contain several themes, each with short descriptor at each level of the framework. This is followed by a set of indicators or criteria that can be used to self-assess.



There are **five themes** for **Diverse and Engaged Workforce:**

- 1 Workforce Diversity
- 2 Inclusive strategies and policies;
- 3 Collecting, analysing and publishing workforce data
- 4 Learning and Development
- 5 Health and Wellbeing.

